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ABSTRACT

A survey of 211 adult Chinese immigrants in a community school in Los Angeles, California reports on the adults' need and desire for survival English instruction. The study investigated: the situations and contexts for which English instruction was needed; individuals' desire to increase the range of transactions in which they can function in English; the relationship, if any, between age, sex, length of stay in the United States, educational background, previous English instruction, and interest for survival English instruction; any progression in topics of interest for study; the linguistic and non-linguistic skills and information needed to carry out survival transactions; student strategies used to cope with survival situations; and the ways in which these skills and strategies could be supplemented or improved upon by the classroom teacher. The appendices include an English translation of the questionnaire as well as the original one in Chinese; an interview schedule; survival English lessons; a seven-page list of services and resources for the Chinese community in the Los Angeles area; and transcripts of interviews (translated from Cantonese into English) conducted with ten adult students.(MSE)

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UNIVERSITY OF CALIFORNIA

Los Angeles

Do Chinese Adult Immigrants Need Survival English?

A thesis submitted in partial satisfaction of the requirements for the degree Master of Arts in Teaching English as a Second Language

by

Shelley Diane Wong

1986

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The thesis of Shelley Diane Wong is approved.

Grant Henning

Lucie Cheng

Clifford H. Prator, Committee Chair

University of California, Los Angeles

1986

DEDICATION

to my grandmothers

Mary Bowan Wing and Alice Mar Wong

and mother

Dolores Wing Wong

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Many thanks go to Li Bu, my TESL classmate from China, Pat Lee, my old friend and neighbor, and Yu Wen-tuan, a visiting scholar from China, who assisted with the translation of the questionnaire. Jean Yip, Administrative Assistant for the Asian American Studies Center, served as a valuable resource in determining standard terms for dialects and place names in use by the UCLA Asian American Studies center publications.

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And finally I wish to thank the many Chinese students at Evans for their cooperation in serving as subjects for my questionnaire and interviews.

ABSTRACT OF THE THESIS

Do Chinese Adult Immigrants

Need Survival English?

by

Shelley Diane Wong

Master of Arts in Teaching English as a Second Language

University of California, Los Angeles, 1986

Professor Clifford Prator, Chair

This study investigates the nature and extent of the need for survival English on the part of Chinese adult immigrants in Los Angeles, where there is a large Chinese-speaking community. The subjects of the study are Chinese students at Evans Community Adult School. The thesis describes what students identified to be situations and contexts for which English instruction was needed.

The research questions of this study are:

1. Do Chinese adult immigrants feel they need Survival English? If so, in which situations and contexts?

2. Would they like to increase the range of transactions in which they can function in English? If so, in which situations and contexts?

3. Is there a significant relationship between age, sex, length of stay in the U.S., amount of education, length of previous English instruction, and interest for English instruction in survival topics?

4. As students tackle survival transactions, is there an order or progression to their interest in topics of Survival English?

5. What are the skills, linguistic and non-linguistic, and information that are necessary to carry out the needed survival transactions?

6. What strategies are used by students to cope with survival situations?

7. How could these skills and strategies be supplemented or improved by the classroom teacher?

A questionnaire was administered to 211 students in the Chinese bilingual classes at Evans Community Adult school and oral interviews were conducted in Cantonese to investigate student needs for English instruction and to explore Chinese immigrant problems in adjusting to life in the United States.

Chapter I

INTRODUCTION

1.1 CONTEXT OF THE PROBLEM

> Some materials are especially well adapted toward helping the newly-arrived student obtain and exchange information as readily as possible within the same natural contexts and from the same sources available to native speakers. The type of lesson material dealing with such information is loosely called "survival English", since the contexts which are taught are those in which one must become immediately involved to get food, transportation, emergency services, clothing, and general community information. (Heaton, 1979, p. 285)

The concept of "Survival English"[1] emerged to meet the needs of adult immigrants. Curriculum is based more on immediate needs for "survival" than on English structure or a frequency list, although these are not mutually exclusive. One assumption that is shared by proponents of Survival English is that adult immigrants need to use English to cope with immediate problems. It is assumed, for example, that immigrants need English to get the right buses, find jobs, open banking accounts and see a doctor. Everyday English (1973) from the Asian Newcomer Parent Program in San Francisco and curriculum

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[1] While the aim of meeting the needs of immigrant students is commendable, the expression "Survival English" is admittedly an exaggerated term. Dr. Prator has pointed out to me that the numbers of living non-English speakers testify that a person can "survive very well, thank you, without 'survival English'".

materials from the Asian Project in Los Angeles (Los Angeles Unified School District, 1973) were created to meet the needs of Asian immigrants for Survival English.

In Los Angeles, Evans Community Adult School provides ESL instruction to a student body of approximately 10,000 students. Located near the Chinatown area, Evans serves many Chinese immigrants. Many of the teachers at Evans have utilized materials like Everyday English and the Asian Project materials that incorporate the concept of Survival English in teaching Chinese- speaking adults. One question that teachers have raised is whether the students actually use the lessons. Do the students in the Chinese-speaking classes conduct "survival" transactions (for example, shopping for food or asking for directions) in English or do they carry out most of their transactions in Chinese, relying on friends or relatives to serve as intermediaries in transactions taking place outside of Chinatown? It is probable that a resident of Chinatown would use Chinese in many of the survival situations treated by Everyday English and the Asian Project materials. He/she could go to a Chinese-speaking doctor, shop for food in Chinatown, go to the Chinatown Branch of the Bank of America where there are Chinese-speaking tellers, work in a Chinese-speaking environment and deal with a Chinese-speaking landlord.

Very little research has been done to substantiate the assumption that adult immigrants need to use English to cope with immediate problems. Given the existence of a large Chinese-speaking community, that

assumption is somewhat questionable. Certainly one needed area of research is to ascertain the language boundaries of survival transactions (which transactions are conducted within the Chinese-speaking community, which transactions are conducted within the English-speaking community and which ones are conducted within both). Another needed area of research is to distinguish between short and long-term needs for Survival English. For example, a member of the Chinese-speaking community may desire future employment or housing outside of that community.

1.2 PURPOSE OF THIS STUDY

The purpose of this study is to investigate the nature and extent of the need for Survival English on the part of Chinese adult immigrants. Specifically, the objectives of this study are: 1) to describe the situations and contexts in which Survival English is needed, 2) to describe the skills, both linguistic and non-linguistic, necessary to make the needed transactions, 3) to investigate the strategies utilized by immigrants to cope with survival situations, particularly the use of intermediaries, and 4) to suggest additional ways of coping with survival situations that teachers could incorporate into lessons.

1.3 THE RESEARCH QUESTIONS

1. Do Chinese adult immigrants feel they need Survival English? If so, in which situations and contexts?
2. Would they like to increase the range of transactions in which they can function in English? If so, in which situations and contexts?
3. Is there a significant relationship between age, sex, length of stay in the U.S., amount of education, amount of previous English instruction, and interest for English instruction in survival topics?
4. As students tackle survival transactions is there an order or progression to their interest in topics of Survival English?
5. What are the skills, linguistic and non-linguistic, and information that are necessary to carry out the needed survival transactions?
6. What strategies are used by students to cope with survival situations?
7. How could these skills and strategies be supplemented or improved upon by the classroom teacher?

1.4 RATIONALE FOR THE STUDY AND REVIEW OF THE LITERATURE

Survival English materials for Chinese adult immigrants such as Everyday English and the Asian Project materials by the Los Angeles Unified School District have developed in response to renewed interest in language as communication and emphasis on the nature of the learner's needs. With the development of English for Special Purposes attention has been placed on systemmatically describing the reasons that learners have for learning English so that more relevant materials can be prepared (Mackay and Mountford, 1978).

> Hence, it is the responsibility of these language teachers involved in planning courses for given groups of learners for specific purposes, to determine accurately what these specific purposes are. Then the teacher is one step nearer to being able to translate these needs into linguistic and pedagogic terms in order to produce and teach an effective course. There are basically two formal ways of gathering the necessary information: by a questionnaire to be completed by the learner or teacher, or by means of a structured interview. (Mackay, 1978, p. 21)

With the growing interest in English for Special Purposes a number of studies have been conducted in needs analysis. Hung Wei (1982) conducted a needs analysis through the use of a scheduled interview to determine the socio-cultural survival skills needed by Chinese science majors at UCLA.

A related issue is whether Chinese immigrant students desire instruction in subjects not typically included within the catagory of Survival English. Do students desire lessons concerning American culture, manners, history, geography, government or citizenship?

McGroarty (1985) compared post World War I English-language texts for adults to current adult texts. She found that urban living and economic survival were the common core in texts of both periods. However, while the earlier texts emphasized citizenship, the current texts emphasize becoming a competent consumer. McGroarty points out,

> While we may not wish to return to the heroes and holidays emphasis of the teaching materials used after World War I, it is reasonable to consider whether or not topics or processes related to citizenship broadly defined, as well as consumer concerns, have a place in basic English language texts. (McGroarty, 1985, p. 26)

Although many teachers would like to aid immigrant students in adjusting to their new environment, in the absence of research, the teacher is left to his or her own intuition in deciding the role of Survival English in the curriculum. The necessary first step is to determine the perceived needs for Survival English on the part of the students. The next step is to explore and categorize the survival transactions that have been identified by the students, to analyze them for their linguistic and non-linguistic content. Non-linguistic, or socio-cultural content may give students as much if not more difficulty than linguistic content. Hung Wei reported that a Chinese visiting scholar from the People's Republic of China had tremendous difficulty understanding the difference between a savings and a checking account (Hung, 1984). Presumably even though tellers in banks in Chinatown speak both Putunghua (Mandarin) and Cantonese, a Chinese person from the People's Republic of China may have difficulty with the non-linguistic, perhaps socio-cultural content of a survival transaction.

What constitutes adjustment? What are the criteria for adjustment? There have been numerous cross-cultural studies on adjustment and culture shock, including descriptions of symptoms and stages of culture shock when entering a new culture (Dodd, 1982). Research has been conducted to explore the relationship between interpersonal and social communication skills and cross-cultural adaptation. Factors such as the ability to express respect and empathy for others and to interact with a non-judgmental style have been used to predict cross-cultural adaptation for overseas technical personnel (Ruben & Kealey, 1979). Research has also been concerned with the impact of cross-cultural contact between university students (Paige, 1983).

In "Measuring Cross-Cultural Adjustment: The Problem of Criteria" Phillip Benson reviews a number of studies done in the area of predicting overseas adjustment for a variety of personnel from U.S. Naval personnel to Peace Corp Volunteers. He lists ten dimensions of overseas adaptation: 1) Language skills, 2) Communication skills, 3) Interactions, 4) Reinforcing activities, 5) Friendliness, 6) Socially Appropriate Behaviors, 7) Job Performance, 8) Attitudes, 9) Satisfaction and 10) Mobility (Benson, 1978).

1.5 SIGNIFICANCE OF THE STUDY TO ENGLISH AS A SECOND LANGUAGE

This study is designed to contribute to the understanding of the need and role of Survival English in the curriculum for Chinese adult immigrants and to suggest ways that survival skills and strategies of the learner can be supplemented and improved upon by the classroom teacher.

Chapter II

METHODS AND PROCEDURES

2.1 SUBJECTS OF THE STUDY

The subjects of this study were students from the Chinese-speaking or Chinese bilingual ESL classes at Evans Community Adult School in Los Angeles. When I taught at Evans Adult School ten years ago I became interested in studying the need for survival English. In the spring of 1976 I conducted a questionnaire which served as the original pilot to the current questionnaire. Blossom Chen, Yvonne Wong Nishio, and John Moore, teachers of the Chinese bilingual classes at Evans Adult School, graciously allowed me to administer the revised questionnaire to the students in their classes.

In the fall of 1985 I returned to Evans and administered a questionnaire to five bilingual classes. A total of 211 students responded to the questionnaire.

2.2 MATERIALS

The subjects were given a questionnaire in Chinese (see Appendix B for the English translation and Appendix C for the actual Chinese questionnaire). Items in the first part of the questionnaire included age, sex, length of stay in this country, occupation, educational background and dialects spoken.

In the second part of the questionnaire students were given a list of 20 situations and asked if they used English or Chinese to conduct the various transactions (going to the bank, seeing a doctor, buying groceries). There was also a box for them to check if they had not experienced a particular transaction or situation in the United States. If a student sometimes used Chinese and sometimes used English, he/she was instructed to check both the Chinese and the English boxes. The purpose of this part of the questionnaire was to ascertain the usage of both English and/or Chinese for twenty "survival" situations or areas.

The third part of the questionnaire was to elicit student opinion as to which topics they felt were the most important topics for English instruction. They were given a list of 30 situations and were asked to rate them from 1 (not important) to 5 (extremely important).

While the twenty situations in the second part were all "survival" situations, the thirty topics that students rated in English lesson importance also included topics not typically considered "survival" lessons. For example, "Learning about the American government and political system" and "Manners/accepting or refusing invitations; table manners" might be considered more "integrative" than "intrumental"; they would not be considered "survival" topics. These topics were included to compare how the students would rate them in relation to the "survival" topics.

For the second part or usage part, 20 topics were selected to see if the students conducted survival transactions in English or Chinese.

For example, it was possible to learn how to drive and take a driving test using Chinese. In Los Angeles, where the public transportation system is very poor, driving to many is seen as a necessity. The question was whether students learned how to drive in Chinese or English. So this topic was included in the usage section. However if a student wanted to become a citizen, he/she would have to take the test in English. Because it is not possible to take a citizenship test in Chinese I did not include citizenship in the usage section. However, because it was a topic that I wanted the students to rate for interest, it was included among the 30 topics. The thirty situations included the first twenty and an additional ten topics. Some of the additional topics I added were topics that must be conducted in English, they can not be conducted in Chinese (for example, citizenship or learning common American names and places) and the others were not typically considered "survival" topics.

2.3 THE QUESTIONNAIRE

The questionnaire was administered in Chinese. Li Bu, a TESL classmate, assisted with my translation of the the questionnaire from English to Chinese. Pat Lee, an old friend and neighbor, translated the Chinese questionnaire back to English so that I could identify problems in the translation. Then Yu Wen-tuan, a visiting scholar from China, checked Chinese newspapers and consulted with Taiwanese friends so that the expressions chosen would be understood regardless of whether the student came from China, Hong Kong or Taiwan. For

example, the expression for garment worker is different in Cantonese and Putunghua (Mandarin). So both expressions were used. Ms. Yu did the calligraphy for the final form. Ms. Li and Ms. Yu speak Putunghua and are from the People's Republic of China. Ms. Lee is a Cantonese speaker from Hong Kong. Each assisted in checking the questionnaire so that it would be clear to speakers of each dialect and region. The questionnaire was then piloted to three native speakers of Cantonese.

In administering the questionnaire to five Bilingual Chinese classes I used an overhead projector and a transparency of the questionnaire so that students could follow the procedures for filling out the form item by item. I prepared an introduction and instructions to the questionnaire so that my instructions would be consistant in all five classes. (See Appendix A for the English translation of my introduction and instructions for the questionnaire.)

2.4 INTERVIEWS

After administering the questionnaire I selected ten students with different backgrounds. I interviewed six women and four men. Two of the men were from Hong Kong; one was from Cambodia and one was from Vietnam. Three of the women were from Hong Kong, two from China and one from Vietnam. I interviewed these students using Cantonese. Students were encouraged to describe their need for Survival English and to describe their difficulties with survival transactions freely. The purpose of these interviews was to gain information about student strategies and ways of coping with survival transactions. The

interview schedule used is included in Appendix D. However while I administered the questionnaire with the same questions, instructions and as close to the same conditions as possible, in the interviews I wasn't concerned if a subject wandered from the topic. The nature of the interviews was exploratory. I didn't feel obliged to ask each subject the same questions. Interviews generally lasted from 15 to 30 minutes. However one subject talked for over an hour, which I welcomed.

2.5 IDENTIFICATION OF COMMUNITY RESOURCES

Through inquiries and personal contacts I compiled information about community resources and businesses available to help Chinese-speaking immigrants, such as community-service agencies, legal services, health care, and translations services. The purpose of this reseach was to compile a list of resources for teachers of Chinese students in Los Angeles. (See Appendix F.)

2.6 DATA

The data collected from the questionnaire is analyzed in Chapter 3. The survival transactions are ranked for frequency of use in both Chinese and English. This establishes the "domains" of language usage for each situation. Demographic factors such as length of stay in this country, age, sex, and amount of education and amount of English instruction were analyzed to see if there was a correlation between

these factors and need (as perceived by the students) for lessons in Survival English in particular situations. Descriptive statistics and Pearson product-moment correlation were used to analyze the data obtained through the techniques described above.

Chapter III

RESULTS OF THE QUESTIONNAIRE

3.1 DESCRIPTION OF THE LEARNERS

1. Age: Evans Community Adult School accepts students from age 17 to over eighty. While the oldest student that responded to my questionnaire was 82, I have taught students in the past at Evans that were even older. The tremendous age range represents a challenge to the teacher. The interests, attention span and attitude towards language learning vary tremendously within the same class. A later section will examine the correlations between age of the learner and interest in topics. Chapter 4 will touch on the question of age and learner attitude towards learning a language. Chapter 5 will suggest some implications for teaching. The 211 students in this study ranged in age from 18 to 82. The mean was 36.7, the median was 31.67 and the mode was 30.00. There were ten cases where the information for age was missing.

TABLE 1

AGE OF THE STUDENTS

AGE IN YEARS:	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
18	4	1.9	2.0	2.0
19	6	2.8	3.0	5.0
20	6	2.8	3.0	8.0
21	8	3.8	4.0	11.9
22	2	0.9	1.0	12.9
23	7	3.3	3.5	16.4
24	5	2.4	2.5	18.9
25	10	4.7	5.0	23.9
26	6	2.8	3.0	26.9
27	10	4.7	5.0	31.8
28	11	5.2	5.5	37.3
29	8	3.8	4.0	41.3
30	14	6.6	7.0	48.3
31	3	1.4	1.5	49.8
32	3	1.4	1.5	51.2
33	6	2.8	3.0	54.2
34	4	1.9	2.0	56.2
35	2	0.9	1.0	57.2
36	4	1.9	2.0	59.2
37	4	1.9	2.0	61.2
38	1	0.5	0.5	61.7
39	3	1.4	1.5	63.2
40	5	2.4	2.5	65.7
41	4	1.9	2.0	67.7
42	1	0.5	0.5	68.2
43	4	1.9	2.0	70.1
44	1	0.5	0.5	70.6
45	7	3.3	3.5	74.1
46	2	0.9	1.0	75.1
47	3	1.4	1.5	76.6
48	2	0.9	1.0	77.6
49	2	0.9	1.0	78.6
50	4	1.9	2.0	80.6
51	4	1.9	2.0	82.6
52	1	0.5	0.5	83.1
53	1	0.5	0.5	83.6
54	1	0.5	0.5	84.1
55	2	0.9	1.0	85.1
56	2	0.9	1.0	86.1
57	1	0.5	0.5	86.6
58	3	1.4	1.5	88.1
59	4	1.9	2.0	90.0
60	6	2.8	3.0	93.0
61	3	1.4	1.5	94.5
62	1	0.5	0.5	95.0
63	1	0.5	0.5	95.5
64	3	1.4	1.5	97.0
66	1	0.5	0.5	97.5
68	1	0.5	0.5	98.0
70	2	0.9	1.0	99.0
73	1	0.5	0.5	99.5
82	1	0.5	0.5	100.0
Missing Data	10	4.7	----	----
TOTAL	211	100.0	100.0	

2. Sex: One hundred and thirty-nine students (66.2%) were female. Seventy-one students (33.8%) were male. Data for one student was missing.

I have found through teaching at Evans that there tend to be more females than males. One possible explanation is that more men have found work or that the work that the men do tends to require that they begin work earlier.

TABLE 2

SEX OF THE STUDENTS

SEX

	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FEMALE	139	65.9	66.2	66.2
MALE	71	33.6	33.8	100.0
Missing Data:	1	0.5	----	----
TOTAL	211	100.0	100.0	

3. Countries: Historically the Chinese were the first Asian immigrant group to arrive in great numbers in the 1840's. They worked in the mines and on the railroads. Most of the Chinese came from Kwangtung province and more specifically, from Chungshan, where Dr. Sun Yat-sen, the father of the country, was born and from Sze Yup (Seyup), the four villages: Toishan, Hoiping, Yanping and Sunwui. Harry Kitano points out in Race Relations that the more recent migration which began after 1965 has been much more diverse; Chinese have come from Hong Kong, Taiwan, and Southeast Asia, as well as from different parts of the mainland (Kitano, 1985, p.218). While it is true that the immigrants come from more diverse places, a core of immigrants continues to come from the original Overseas Chinese districts. Relatives continue to apply to bring relatives over from the same areas. At Evans Community Adult School the largest number of students came from China (128), followed by Vietnam (28), Hong Kong (25) and Taiwan (17).

TABLE 3

COUNTRIES

	NUMBER OF STUDENTS:	% OF STUDENTS:
China	128	60.7%
Vietnam	28	13.3%
Hong Kong	25	11.8%
Taiwan	17	8.1%
Macau	5	2.4%
Cambodia	3	1.4%
Indonesia	1	0.5%
Mexico	1	0.5%
Thailand	1	0.5%
Missing Cases	2	0.9%
TOTAL	211	100.0%

4. Length of Residence in the U.S.: The Chinese bilingual classes at Evans serve as a welcoming center for the very newly arrived (eight students surveyed had been in the U.S. less than a month). The classes also are composed of long-time California residents. The length of residency in the U.S. varied from the eight students who had been in the U.S. less than a month to one student who had been in the U.S. twenty-one years and eight months. The average length of stay was 27.8 months.

TABLE 4

LENGTH OF RESIDENCE IN THE US IN MONTHS

MONTHS:	NUMBER OF STUDENTS:	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1	8	3.8	3.9	3.9
2	5	2.4	2.5	6.4
3	7	3.3	3.4	9.9
4	7	3.3	3.4	13.3
5	4	1.9	2.0	15.3
6	15	7.1	7.4	22.7
7	7	3.3	3.4	26.1
8	18	8.5	8.9	35.0
9	5	2.4	2.5	37.4
10	5	2.4	2.5	39.9
11	3	1.4	1.5	41.4
ONE YEAR-- 12	6	2.8	3.0	44.3
13	2	0.9	1.0	45.3
14	5	2.4	2.5	47.8
15	4	1.9	2.0	49.8
16	3	1.4	1.5	51.2
17	3	1.4	1.5	52.7
18	4	1.9	2.0	54.7
22	2	0.9	1.0	55.7
23	2	0.9	1.0	56.7
TWO YEARS--24	7	3.3	3.4	60.1
25	1	0.5	0.5	60.6
26	1	0.5	0.5	61.1
27	1	0.5	0.5	61.6
28	2	0.9	1.0	62.6
30	4	1.9	2.0	64.5
31	2	0.9	1.0	65.5
33	2	0.9	1.0	66.5
34	2	0.9	1.0	67.5
35	2	0.9	1.0	68.5
THREE YEARS--36	12	5.7	5.9	74.4
38	3	1.4	1.5	75.9
39	3	1.4	1.5	77.3
40	1	0.5	0.5	77.8
42	3	1.4	1.5	79.3
43	1	0.5	0.5	79.8
45	1	0.5	0.5	80.3
46	1	0.5	0.5	80.8
47	2	0.9	1.0	81.8
FOUR YEARS--48	6	2.8	3.0	84.7
49	1	0.5	0.5	85.2
52	1	0.5	0.5	85.7
53	1	0.5	0.5	86.2
54	4	1.9	2.0	88.2
58	1	0.5	0.5	88.7
FIVE YEARS--60	5	2.4	2.5	91.1
61	2	0.9	1.0	92.1
64	1	0.5	0.5	92.6
66	1	0.5	0.5	93.1
SIX YEARS--72	2	0.9	1.0	94.1
78	1	0.5	0.5	94.6
SEVEN YEARS--84	1	0.5	0.5	95.1
103	3	1.4	1.5	96.6
107	1	0.5	0.5	97.0
115	2	0.9	1.0	98.0
TEN YEARS--120	1	0.5	0.5	98.5
132	1	0.5	0.5	99.0
174	1	0.5	0.5	99.5
21 YEARS, 8 MOS.--260	1	0.5	0.5	100.0
Missing Data 0	8	3.8	----	----
TOTAL	211	100.0	100.0	

5. Dialects Spoken Students were asked to indicate the dialects they spoke with a check and to write in languages and dialects not listed in the questionnaire. Since many students indicated they spoke more than one dialect, the percentage of students speaking the various dialects and languages combined adds up to more than 100%. The largest percentage of students spoke Cantonese (80.1%), followed by Putonghua (Mandarin) (58.4%), and Toishan dialect (44.1%).[2] The high percentage of students that speak Toishan dialect is significant. Most of the early immigrants (from the railroad days until 1965--over a hundred years of immigration) were from Toishan or the other three neighboring districts that all were called the "Four Districts". I regret that the questionnaire only asked dialects spoken and did not ask the home village. While we can gather from the data that the high percentage of Toishan speakers indicates a high number from Toishan, there is no data to indicate the percentage of new comers from Chungshan, from which many Chinese emigrated in the early days. The village or district origin has

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[2] The spelling of Chinese dialects is in keeping with Chinese-American standard conventions. These are generally romanized forms of the Cantonese names. In addition, for clarification some of the regional dialects are written in PINYIN in parentheses. The national standard Chinese dialect is commonly referred to as "Mandarin" in Taiwan and in the United States. Putonghua is preferred by Chinese in the P.R.C. because "Mandarin" refers to the old aristocracy whereas "Putonghua" literally means "common language".

played an important factor in adjustment to life in the U.S. both because the family institutions and village associations have played some role traditionally in mediating disputes, sending bones back to China, social welfare etc., but also the district or home village as well as kinship patterns have played a role in finding jobs, places to live, and maintaining socio-cultural organization within the U.S.

TABLE 5

DIALECTS & LANGUAGES SPOKEN

	Number of Respondents	Percentage
Cantonese (Guangzhou)	173	80.1%
Putonghua (Mandarin)	123	58.4%
Toishan Dialect (Taishan)	93	44.1%
Vietnamese	16	7.6%
Swatow Dialect (Santou)	8	3.7%
Foochow Dialect (Fuzhou)	4	2.0%
Taiwanese	3	1.5%
Hakka Dialect (Kejia)	3	1.5%
Hainan Dialect	3	1.5%
Shanghai Dialect	2	1.0%
Kwangsi Dialect (Guangxi)	1	.5%
Japanese	1	.5%
Spanish	1	.5%
Thai	1	.5%

6. Education: Students were asked to check the number of years of education they had had in their home country. There were six categories from less than one year to over 12 years. Roughly one-third of the students had had under six years of education. Another one-third had from seven to nine years and 26.5% had had some high school. 7% had had over 12 years of education.

Students who had had little or no education were under-represented in the questionnaire because it was written in Chinese. There were some students who either were helped by the teachers, myself or a fellow student. But there were also some students that did not receive help filling out forms. A few were Chinese Vietnamese who spoke Chinese but did not read or write Chinese. A few were Chinese from China, usually older women, who were pre-literate having very little education. This was a limitation of my study. Further research to accertain the needs of pre-literate Chinese adults is very needed. One possible method would be the use of an interview schedule.

TABLE 6

NUMBER OF YEARS OF EDUCATION

	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Less than 1 year	5	2.4	2.4	2.4
1 to 3 years	12	5.7	5.8	8.3
4 to 6 years	48	22.7	23.3	31.6
7 to 9 years	70	33.2	34.0	65.5
10 to 12 years	56	26.5	27.2	92.7
Over 12 years	15	7.1	7.3	100.0
Missing Data	5	2.4	----	----
	TOTAL	211	100.0	100.0

7. Occupations:

The students held quite a variety of occupations. However the high percentage of garment workers and restaurant workers is notable. Fifty-nine of the students (28%) were garment workers. Fifty of the students (23.9%) checked the category "student" and did not check another category. If a student checked "student" and another category he/she was tallied in the other category. (For example if a student checked "student" and "retired", he/she was counted under "retired".) Thirty-three of the students (15.8%) were restaurant workers. Thirty of the students (14.4%) were housewives.

TABLE 7

OCCUPATIONS

	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
Garment worker	59	28.0	28.2
Student	50	23.7	23.9
Restaurant worker	33	15.6	15.8
Housewife	30	14.2	14.4
Retired	11	5.2	5.3
Business person	5	2.4	2.4
Salesperson	5	2.4	2.4
Buddhist missionary	2	0.9	1.0
Doctor	2	0.9	1.0
Teacher	2	0.9	1.0
Baker	1	0.5	0.5
Butcher	1	0.5	0.5
Clerk	1	0.5	0.5
Cloth dyer	1	0.5	0.5
Custodian	1	0.5	0.5
Dentist	1	0.5	0.5
Electrician	1	0.5	0.5
Machinist	1	0.5	0.5
Receptionist	1	0.5	0.5
Supermarket grocer	1	0.5	0.5
Missing Data	2	0.9	----
TOTAL	211	100.0	100.0

8. Amount of Previous English Study: Eighty-three of the students (39.5%) had studied English (in the U.S. and/or before coming to the U.S.) less than six months. Seventy-six of the students (36.2%) had studied from six months to a year. Thirty-six of the students (17.1%) had studied from one to two years of English. Fifteen of the students (7.1%) had studied three years or more.

It is interesting to note that while the average length of residence in the U.S. (mean) was 27.8 months, the median 15.6 months, 39.5% percent of the students had studied English for less than six months and 75.7% had studied English for one year or less.

TABLE 8

AMOUNT OF PREVIOUS ENGLISH STUDY

	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Less than 6 months	83	39.3	39.5	39.5
6 months to 1 year	76	36.0	36.2	75.7
1 to 2 years	36	17.1	17.1	92.9
3 years or over	15	7.1	7.1	100.0
Missing Data	1	0.5	----	----
TOTAL	211	100.0	100.0	

3.2 FINDINGS OF THE STUDY--SURVIVAL IN ENGLISH OR CHINESE?

Part two of the questionnaire sought to identify the linguistic boundaries or domains of English and Chinese usage for twenty survival topics. For which topics did students use Chinese? For which topics did they use English? To what extent was there overlap between the English and Chinese domains, with students using both English and Chinese or sometimes using Chinese and sometimes using English?

In part two of my questionnaire students were given a list of twenty topics. Table 9 below shows the twenty topics listed in the order

of percentage use of Chinese only. The research points out that the majority of students used only Chinese for eight out of twenty survival transactions. The top ranking Chinese-only topics were as follows: 80.6% of the students use only Chinese when they watch T.V. or listen to the radio; 69.3% of the students use only Chinese when they go to the bank; 66.8% of the students use only Chinese when they go to restaurants; 63.6% of the students use only Chinese when they talk to their neighbors; 61.8% of the students use only Chinese when they talk on the telephone; 56.4% of the students use only Chinese when they talk at work; 55.6% of the students use only Chinese when they shop for groceries; 55.3% of the students use only Chinese when they look for work.

A look at the remaining twelve out of twenty situations in which less than 50% percent of the students used only Chinese will usually show a high percentage that have never experienced that situation or topic in the U.S. For example, a very small percentage, 4.7%, indicated that they used Chinese to deal with an emergency, however, 82.9% indicated that they had never experienced an emergency situation while in the U.S. If the Chinese only percentage is added to the percentage that has no experience in the U.S., in eleven out of the remaining twelve topics, the percentage adds up to over 50 percent. The exception is the topic "Correspondence" in which the 'no experience' category consisted of only 8.7%. For the topic "Correspondence", the low Chinese only percentage (31.6%) is accounted for not by a higher English only percentage (which was 18.9%), but a high percentage of

students that checked both Chinese and English (40.8%). As will be shown in a later section, students rated "Correspondence" relatively low in priority for English instruction.

The data shows that for the most part, students conduct survival transactions either in Chinese, or they have never experienced the situation.

TABLE 9

CHINESE USAGE--20 SURVIVAL TOPICS

	PERCENTAGES			
	Both	Eng. only	Chinese only	Never Exper.
Watching T.V./ listening to the radio	10.2	2.4	80.6	6.8
Going to the bank	10.7	3.9	69.3	16.1
Restaurants	23.4	1.5	66.8	8.3
Talking to my neighbors	19.9	6.3	63.6	10.2
Talking on the phone	28.0	5.8	61.8	4.3
Talking at work (to my boss, co-workers, customers)	14.4	4.0	56.4	25.2
Shopping for groceries	39.1	1.0	55.6	4.3
Finding a job	19.1	2.5	55.3	23.1
Shopping for clothes	29.1	8.5	48.6	13.4
See a doctor/dentist	10.3	2.5	48.0	39.2
Renting an apartment	8.4	4.9	46.3	40.4
Correspondence	40.8	18.9	31.6	8.7
Entertainment (parks, amusement parks, sports)	12.4	17.5	28.9	41.2
Learning to drive/ getting a driver's license	21.7	4.4	26.6	47.3
Asking for directions	29.3	18.5	23.4	28.8
Seeing a lawyer (legal problems, immigration)	5.1	5.6	23.0	66.3
Getting insurance (health, auto, life, home)	5.2	3.1	21.8	69.9
Transportation (bus, taxi)	18.9	29.5	18.4	33.2
Post office	12.2	28.6	11.7	47.4
Emergencies (fire, medical, police)	4.1	8.3	4.7	82.9

In Table 10 "English Usage --20 Survival Topics" the same twenty situations are listed in the order of highest English only percentage. The data show that the percentage of students who use only English for most of the twenty topics is extremely low. For fifteen out of twenty topics, the percentage of students that only use English is less than 10%. For ten out of twenty topics the percentage of students that use only English is less than 5%.

The top ranking English only topics were: "Transportation"(29.5%), "Post office"(28.6%), "Correspondence"(18.9%), "Asking for directions" (18.5%), and "Entertainment--parks, amusement parks, sports"(17.5%).

To what extent was there an overlap in the use of Chinese and English? When did the students use both Chinese and English? One goal of English instruction might be to expand the number of topics in which a student can function in both English and Chinese. The data show that topics that had the highest percentage of students check both English and Chinese were: "Correspondence", with 40.8% of the students indicating that they used both English and Chinese; "Shopping for groceries", with 39.1% of the students using both; "Asking for directions", with 29.3% of the students using both; "Shopping for clothes", with 29.1% of the students using both; "Talking on the telephone", with 28% using both; "Restaurants", with 23.4% using both; "Talking to my neighbors", with 19.9% using both; "Transportation (bus, taxi)", with 18.9% using both. In Table 11 "Both English & Chinese --20 Survival Topics" the same twenty topics are listed in the order of highest percentage of students indicating that they use both English and Chinese.

TABLE 10

ENGLISH USAGE--20 SURVIVAL TOPICS

	PERCENTAGES			
	Both	Eng. only	Chinese only	Never Exper.
Transportation (bus, taxi)	18.9	29.5	18.4	33.2
Post office	12.2	28.6	11.7	47.4
Correspondence	40.8	18.9	31.6	8.7
Asking for directions	29.3	18.5	23.4	28.8
Entertainment (parks, amusement parks, sports)	12.4	17.5	28.9	41.2
Shopping for clothes	29.1	8.5	48.6	13.4
Emergencies (fire, medical, police)	4.1	8.3	4.7	82.9
Talking to my neighbors	19.9	6.3	63.6	10.2
Talking on the phone	28.0	5.8	61.8	4.3
Seeing a lawyer (legal problems, immigration)	5.1	5.6	23.0	66.3
Renting an apartment	8.4	4.9	46.3	40.4
Learning to drive/ getting a driver's license	21.7	4.4	26.6	47.3
Talking at work (to my boss, co-workers, customers)	14.4	4.0	56.4	25.2
Going to the bank	10.7	3.9	69.3	16.1
Getting insurance (health, auto, life, home)	5.2	3.1	21.8	69.9
See a doctor/dentist	10.3	2.5	48.0	39.2
Finding a job	19.1	2.5	55.3	23.1
Watching T.V./ listening to the radio	10.2	2.4	80.6	6.8
Restaurants	23.4	1.5	66.8	8.3
Shopping for groceries	39.1	1.0	55.6	4.3

What were the survival situations or topics that most students had never experienced in the U.S.? The topic for which the highest percentage of students had no experience was "Emergencies" with 82.9% of the students indicating that they had never experienced an emergency in the U.S. As will be shown later, the data show that although 82.9%

TABLE 11

BOTH ENGLISH AND CHINESE--20 SURVIVAL TOPICS

	PERCENTAGES			
	Both	Eng. only	Chinese only	Never Exper.
Correspondence	40.8	18.9	31.6	8.7
Shopping for groceries	39.1	1.0	55.6	4.3
Asking for directions	29.3	18.5	23.4	28.8
Shopping for clothes	29.1	8.5	48.6	13.4
Talking on the phone	28.0	5.8	61.8	4.3
Restaurants	23.4	1.5	66.8	8.3
Learning to drive/ getting a driver's license	21.7	4.4	26.6	47.3
Talking to my neighbors	19.9	6.3	63.6	10.2
Finding a job	19.1	2.5	55.3	23.1
Transportation (bus, taxi)	18.9	29.5	18.4	33.2
Talking at work (to my boss, co-workers, customers)	14.4	4.0	56.4	25.2
Entertainment (parks, amusement parks, sports)	12.4	17.5	28.9	41.2
Post office	12.2	28.6	11.7	47.4
Going to the bank	10.7	3.9	69.3	16.1
See a doctor/dentist	10.3	2.5	48.0	39.2
Watching T.V./ listening to the radio	10.2	2.4	80.6	6.8
Renting an apartment	8.4	4.9	46.3	40.4
Getting insurance (health, auto, life, home)	5.2	3.1	21.8	69.9
Seeing a lawyer (legal problems, immigration)	5.1	5.6	23.0	66.3
Emergencies (fire, medical, police)	4.1	8.3	4.7	82.9

of the students had no experience with the topic in the U.S. students ranked "Emergencies" number one out of thirty topics with the highest interest score (i.e.,4.39). 69.9% of the students indicated that they had had no experience with "Getting insurance". As the data later show "Getting insurance" ranked 11 out of 30 with an interest score of

3.637. "Seeing a lawyer" had a high percentage of students that indicated no experience: 66.3%. As the data later show "Seeing a lawyer" ranked 18 out of 30 with a score of 3.422. These results indicate that lack of experience doesn't necessarily mean lack of interest. Table 12 lists the same twenty survival topics in the the order of highest percentage of students who never experienced the topics.

TABLE 12

NEVER EXPERIENCED IN THE U.S.--20 SURVIVAL TOPICS

	PERCENTAGES			
	Both	Eng. only	Chinese only	Never Exper.
Emergencies (fire, medical, police)	4.1	8.3	4.7	82.9
Getting insurance (health, auto, life, home)	5.2	3.1	21.8	69.9
Seeing a lawyer (legal problems, immigration)	5.1	5.6	23.0	66.3
Post office	12.2	28.6	11.7	47.4
Learning to drive/ getting a driver's license	21.7	4.4	26.6	47.3
Entertainment (parks, amusement parks, sports)	12.4	17.5	28.9	41.2
Renting an apartment	8.4	4.9	46.3	40.4
See a doctor/dentist	10.3	2.5	48.0	39.2
Transportation (bus, taxi)	18.9	29.5	18.4	33.2
Asking for directions	29.3	18.5	23.4	28.8
Talking at work (to my boss, co-workers, customers)	14.4	4.0	56.4	25.2
Finding a job	19.1	2.5	55.3	23.1
Going to the bank	10.7	3.9	69.3	16.1
Shopping for clothes	29.1	8.5	48.6	13.4
Talking to my neighbors	19.9	6.3	63.6	10.2
Correspondence	40.8	18.9	31.6	8.7
Restaurants	23.4	1.5	66.8	8.3
Watching T.V./ listening to the radio	10.2	2.4	80.6	6.8
Talking on the phone	28.0	5.8	61.8	4.3
Shopping for groceries	39.1	1.0	55.6	4.3

3.3 THIRTY TOPICS RANKED IN ORDER OF INTEREST

The third part of the questionnaire asked students to rate a list of thirty situations or topics for importance for English instruction from 1(not at all important) to 5(extremely important).

The thirty topics included the twenty survival topics and an additional ten topics, some of which are not considered "survival" topics (i.e."Manners/accepting or refusing invitations"; "Expressing sympathy, congratulations, apologies, gratitute, compliments"; and "Learning about the American government and political system".) The following table lists the topics in order of interest. "Emergencies" received the highest rating of 4.39. The first four topics could be considered "survival" English topics: "Emergencies", "Filling out forms", "Numbers and Money", and "Finding a job". All of these topics are often dealt with in current adult texts and all four topics are included in survival English materials for Chinese adults, such as the Asian Project materials and Everyday English. However, "Citizenship" which ranked fifth with a score of 3.915, is not considered a survival topic. McGroarty (1985) noted that while adult English texts of the post World War I period emphasized citizenship, current adult texts which she analyzed emphasized consumerism and ignored citizenship.

A look at the first ten topics of interest will show that the Chinese students surveyed do feel they need instruction in Survival English. Of the top ten ranking topics, seven are survival English topics that are included in current adult materials. A look at the first ten topics will also show that the Chinese students surveyed feel

there is also a high priority for instruction in topics that are not considered survival English. "Citizenship"; "Manners/accepting or refusing invitations, table manners"; and "Greetings and introductions" all fall in the top ten in interest. "Greetings and introductions" which may not be considered "survival" material nonetheless is typically found in adult education materials while "Citizenship" is noticeably absent from most current ESL adult texts.

A look at the topics which ranked lowest in interest will show that only topics 27-30 scored less than "3", which indicates "important". The data indicates that the students rate almost all the thirty topics as important.

The ratings were:

1. 1--not important
2. 2--slightly important
3. 3--important
4. 4--very important
5. 5--extremely important

Correspondence ranked 27 with a score of 2.87. Entertainment (parks, amusement parks, sports) ranked 28 with a score of 2.790. Learning about American geography ranked 29 with a score of 2.732. Ironically "Consumerism," which McGroarty (1985) noted to have replaced "Citizenship", was rated last. The data showed that "Discounts, garage sales, coupons, clearance sales" received the lowest score of 2.613.

TABLE 13

THIRTY TOPICS RANKED IN ORDER OF INTEREST

RANK:		MEAN	STD DEV
1	Emergencies (fire, medical, police)	4.391	0.864
2	Filling out forms	4.02	1.020
3	Numbers and Money	3.935	1.094
4	Finding a Job	3.929	1.205
5	Citizenship	3.915	1.189
6	Talking on the telephone	3.838	1.030
7	Asking for directions	3.774	1.042
8	Manners/accepting or refusing invitations; table manners	3.665	1.099
9	Greetings, introductions	3.657	1.066
10	Seeing a doctor/dentist	3.653	1.158
11	Getting insurance (health, auto, life, home)	3.637	1.183
12	Post office	3.608	1.122
13	Expressing sympathy, congratulations, apologies, gratitude, compliments	3.604	1.132
14	Learning to drive and getting a driver's license	3.530	1.260
15	Shopping for groceries	3.5	1.112
16	Talking at work (to my boss, co-workers, customers)	3.497	1.169
17	Transporation (bus, taxi)	3.460	1.183
18	Seeing a lawyer (legal problems, immigration)	3.422	1.247
19	Banking	3.383	1.224
20	Renting an apartment	3.356	1.142
21	Learning frequently used American names & places	3.332	1.219
22	Watching T.V./listening to the radio	3.332	1.138
23	Talking to my neighbors	3.149	1.149
24	Learning about the American government & political system	3.117	1.205
25	Restaurants	3.102	1.265
26	Shopping for clothes	3.015	1.191
27	Correspondence	2.873	1.138
28	Entertainment (parks, amusement parks, sports)	2.790	1.193
29	Learning about American geography	2.732	1.134
30	Discounts, garage sales, coupons, clearance sales	2.613	1.147

3.4 CORRELATION BETWEEN INTEREST IN TOPICS AND PROFILE FACTORS

One of the research questions was to determine if there was a significant relationship between factors such as sex, age, length of stay in the U.S. and the need for (as determined by student self-ratings of interest) topics of survival English. Five factors were correlated with interest in topics for English instruction using Pearson product-moment correlation.

3.4.1 Correlation of Age & Interest in 30 Topics

Age was significantly related to interest in "Banking" with a correlation of -0.1285 (P=0.038). The older the student was, the less interest there was in learning "Banking" in English. "Banking" ranked 19 out of the 30 topics with a rating of 3.383.

Age was also significantly related to interest in "Discounts, garage sales, coupons, clearance sales" with a correlation of -0.1270 (P=0.042). The older the student was, the less interest there was in "Discounts, garage sales, coupons, and clearance sales". "Discounts" ranked 30th out of 30 with a rating of 2.613.

There was a very significant relationship between age and interest in "Restaurants" with a correlation of -0.1822 (P=0.006). The older the student was, the less interest there was in learning English for use in Restaurants. "Restaurants" ranked 25th out of 30 with a rating of 3.102.

There was a very significant relationship between age and "Finding a job" with a correlation of -0.2275 (P=0.001). The older a student was the less interest there was in learning English to find work. "Finding a job" ranked 4th out of 30 with a rating of 3.929.

Age was also very significantly related to interest in "Learning to drive and getting a driver's license" with a correlation of -0.3581 (P=0.000). The older a student was the less his/her interest in using English to learn how to drive and get a driver's license. "Learning to drive and getting a driver's license" ranked 14th out of 30 topics with a rating of 3.530.

In the table below significant (P=or less than .05) is indicated with a single asterisk. Very significant (P=or is less than .01) is indicated with two asterisks.

TABLE 14

CORRELATION OF AGE & INTEREST IN TOPICS

		Magnitude of Correlation Coefficient:	Significance of Correlation Coefficient:
1.	Banking	-0.1285	P=0.038*
2.	Learning frequently used American names & places	-0.0363	P=0.310
3.	Shopping for groceries	-0.0864	P=0.117
4.	Learning about American geography	-0.0311	P=0.337
5.	Shopping for clothes	-0.1118	P=0.063
6.	Restaurants	-0.1822	P=0.006**
7.	Citizenship	-0.0502	P=0.246
8.	Post Office	-0.1157	P=0.056
9.	Entertainment (parks, amusement parks, sports)	-0.0167	P=0.413
10.	Seeing a doctor/dentist	-0.0121	P=0.434
11.	Greetings, introductions	0.0348	P=0.316
12.	Renting an apartment	-0.0538	P=0.235
13.	Getting insurance (health, auto, life, home)	-0.0860	P=0.123
14.	Filling out forms	0.0430	P=0.278
15.	Talking on the telephone	-0.0433	P=0.277
16.	Transportation (bus,taxi) taxi)	0.0095	P=0.450
17.	Learning about the American government and political system	0.0274	P=0.357
18.	Asking for directions	0.0195	P=0.394
19.	Seeing a lawyer (legal problems, immigration)	-0.0599	P=0.210
20.	Correspondence	0.0596	P=0.208
21.	Watching T.V./ listening to the radio	-0.0537	p=0.233
22.	Manners/accepting or refusing invitations; table manners	0.0954	P=0.098
23.	Talking to my neighbors	-0.0439	P=0.272
24.	Finding a job	-0.2275	P=0.001**
25.	Talking at work (to my boss, co-workers, customers)	-0.1136	P=0.062
26.	Expressing sympathy, congratulations, apologies, gratitute, compliments	0.0757	P=0.151
27.	Emergencies (fire, medical police)	-0.0317	P=0.331
28.	Discounts, garage sales, coupons, clearance sales	-0.1270	P=0.042*
29.	Learning to drive and getting a driver's license	-0.3581	P=0.000**
30.	Numbers and money	-0.0520	P=0.237

*Indicates significant: P=or less than .05
**Indicates very significant: P=or less than .01

3.4.2 Correlation of Sex & Interest in 30 Topics

Sex of the subjects was significantly related to interest in the topic "Post Office" with a correlation of -0.118 (P=0.048). The negative number indicates that females were more interested in the topic "Post Office" than males. "Post Office" ranked 12th out of 30 topics in order of interest with an average interest rating of 3.608.

Sex of the subjects was also significantly related to interest in "Transportation (bus, taxi)" with a correlation of -0.1363 (P=0.032). Females were more interested in "Transportation" than males. "Transportation" ranked 17th out of 30 topics in order of interest with a rating of 3.460.

Sex of the subjects was very significantly related to interest in the topic "Banking" with a correlation of -0.1682 (P=0.009). The negative number indicates that females were more interested in "Banking" than males. "Banking" ranked 19th out of 30 in interest with a rating of 3.383.

Sex of the subjects was also very significantly related to interest in "Citizenship" with a correlation of -0.1813 (P=0.005). Females were more interested in "Citizenship" than males. "Citizenship" ranked 5th out of 30 topics in interest with an average rating of 3.915.

Sex also was very significantly related to "Correspondence" with a correlation of 0.1937 (P=0.003). The positive correlation indicates

that males were more interested in "Correspondence" than females. "Correspondence" ranked 27th out of 30 topics in order of interest with a rating of 2.873.

TABLE 15

CORRELATION OF SEX & INTEREST IN TOPICS

		Magnitude of Correlation Coefficient:	Significance of Correlation Coefficient:
1.	Banking	-0.1682	P=0.009**
2.	Learning frequently used American names & places	-0.0612	P=0.196
3.	Shopping for groceries	0.0191	P=0.394
4.	Learning about American geography	0.0509	P=0.241
5.	Shopping for clothes	-0.0004	P=0.498
6.	Restaurants	0.0260	P=0.359
7.	Citizenship	-0.1813	P=0.005**
8.	Post Office	-0.1188	P=0.048*
9.	Entertainment (parks, amusement parks, sports)	-0.0319	P=0.335
10.	Seeing a doctor/dentist	-0.0692	P=0.164
11.	Greetings, introductions	0.0343	P=0.415
12.	Renting an apartment	-0.0219	P=0.382
13.	Getting insurance (health, auto, life, home)	-0.1062	P=0.071
14.	Filling out forms	0.0308	P=0.333
15.	Talking on the telephone	-0.0361	P=0.307
16.	Transportation (bus, taxi)	-0.1363	P=0.032*
17.	Learning about the American government and political system	-0.0379	P=0.303
18.	Asking for directions	-0.0643	P=0.184
19.	Seeing a lawyer (legal problems, immigration)	-0.1166	P=0.054
20.	Correspondence	0.1937	P=0.003**
21.	Watching T.V./ listening to the radio	-0.0158	P=0.414
22.	Manners/accepting or refusing invitations; table manners	-0.0156	P=0.415
23.	Talking to my neighbors	0.0709	P=0.159
24.	Finding a job	0.0200	P=0.391
25.	Talking at work (to my boss, co-workers, customers)	0.0126	P=0.431
26.	Expressing sympathy, congratulations, apologies, gratitute, compliments	-0.0722	P=0.157
27.	Emergencies (fire, medical police)	-0.0122	P=0.432
28.	Discounts, girage sales, coupons, clearance sales	-0.0327	P=0.326
29.	Learning to drive and getting a driver's license	-0.0974	P=0.086
30.	Numbers and money	-0.0506	P=0.239

*Indicates significant: P=or less than .05
**Indicates very significant: P=or less than .01

3.4.3 Correlation of Length of Residence in the U.S.

There was a negative correlation between Length of Residence and all thirty topics indicating that the longer the length of residence in the U.S. the less interest there was in the topics, or the more newly arrived immigrants had more interest in all of the topics. This relationship was significant with five topics and very significant in the case of six other topics.

Length of residence in the U.S. correlated significantly with interest in "Banking" with a correlation of -0.1430 (P=0.023). The negative number indicates that newcomers had a higher interest in "Banking". Interest in "Banking" declined with length of residence in the U.S. "Banking" ranked 19th out of 30 in topics of interest with an average rating of 3.383.

Length of residence in the U.S. also correlated significantly with the topic "Entertainment (amusement parks, parks, sports)" with a correlation of -0.1555(P=0.020). The negative correlation number indicates that newcomers had a higher interest in "Entertainment" or that interest in "Entertainment" declined with length of residence in the U.S. "Entertainment" ranked rather low, 28th out of the 30 topics, with an average interest rating of 2.790.

Length of Residence in the U.S. correlated significantly with interest in the topic of "Greetings, introductions" with a correlation of -0.1298 (P=0.036). Newly arrived immigrants had the highest

interest in "Greetings and introductions" and this interest declined with length of residence in the U.S. "Greetings, introductions" ranked 9th out of 30 with an average rating of 3.657.

Length of Residence also correlated significantly with interest in "Talking on the Telephone" as a topic for English instruciton with a correlation of -0.1496 (P=0.020). Newly arrived immigrants had the highest level of interest. Interest declined with length of residence in the U.S. "Talking on the Telephone" ranked relatively high, 6th out of 30 with a rating of 3.838.

Length of Residence in the U.S. correlated significantly with interest in "Correspondence" with a correlation of -0.1254 (P=0.042). Again the negative number indicates that interest in "Correspondence" declined with length of residence in the U.S. "Correspondence" ranked 27th out of 30 topics in interest with a rating of 2.873.

Length of Residence in the U.S. correlated very significantly with the topic of "Renting an apartment" at a correlation of -0.2061 (P=0.002). The negative correlation indicates that the more recently arrived the immigrant, the more interest there was in the topic. "Renting an apartment" ranked 20th out of 30 topics in interest with a rating of 3.356.

Length of Residence in the U.S. correlated very significantly with the topic of "Watching T.V./Listening to the Radio" at a correlation of -0.1746 (P=0.007). The negative number indicates that interest in the topic declines with length of residence in the U.S. "Watching/T.V. and Listening to the Radio" ranked 22nd out of 30 topics in order of interest with a rating of 3.332.

Length of Residence in the U.S. correlated very significantly with the topic of "Talking to my neighbors" with a correlation of -0.1746 (P=0.007). Again, the negative number indicates that interest declines with length of residence in the U.S. "Talking to my Neighbors" ranked 23rd out of 30 interest topics with a rating of 3.149.

Length of Residence in the U.S. correlated very significantly with the topic of "Finding a job" at a correlation of -0.2663 (P=0.000) with the negative number signifying that interest in lessons on "Finding a job" decreased with length of residence in the U.S. "Finding a job" ranked 4th out of 30 topics in interest with a rating of 3.929.

Length of Residence in the U.S. also correlated very significantly with "Talking at work (to my boss, co-workers, customers)" with a correlation of 0.1943 (P=0.004). The negative correlation indicates that interest in learning how to speak English at work declined with length of residence in the U.S. "Talking at work" ranked 16th out of 30 in interest with a rating of 3.497.

TABLE 16

CORRELATION OF LENGTH OF RESIDENCE & INTEREST IN TOPICS

	Magnitude of Correlation Coefficient:	Significance of Correlation Coefficient:
1. Banking	-0.1430	P=0.023*
2. Learning frequently used American names & places	-0.1034	P=0.077
3. Shopping for groceries	-0.0731	P=0.157
4. Learning about American geography	-0.0111	P=0.440
5. Shopping for clothes	-0.0708	P=0.164
6. Restaurants	-0.1070	P=0.071
7. Citizenship	0.0000	P=0.500
8. Post Office	-0.1151	P=0.056
9. Entertainment (parks, amusement parks, sports)	-0.1555	P=0.020*
10. Seeing a doctor/dentist	-0.1001	P=0.083
11. Greetings, introductions	-0.1298	P=0.036*
12. Renting an apartment	-0.2061	P=0.002**
13. Getting insurance (health, auto, life, home)	-0.0607	P=0.205
14. Filling out forms	-0.1097	P=0.065
15. Talking on the telephone	-0.1496	P=0.020*
16. Transportation (bus taxi)	-0.0980	P=0.095
17. Learning about the American government and political system	-0.0356	P=0.317
18. Asking for directions	-0.0937	P=0.098
19. Seeing a lawyer (legal problems, immigration)	-0.0247	P=0.369
20. Correspondence	-0.1254	P=0.042*
21. Watching T.V./ listening to the radio	-0.1820	P=0.006**
22. Manners/accepting or refusing invitations; table manners	-0.0763	P=0.150
23. Talking to my neighbors	-0.1746	P=0.007**
24. Finding a job	-0.2663	P=0.000**
25. Talking at work (to my boss, co-workers, customers)	-0.1943	P=0.004**
26. Expressing sympathy, congratulations, apologies, gratitute, compliments	-0.0769	P=0.145
27. Emergencies (fire, medical police)	-0.0359	P=0.309
28. Discounts, garage sales, coupons, clearance sales	-0.0313	P=0.335
29. Learning to drive and getting a driver's license	-0.2109	P=0.002**
30. Numbers and money	-0.0811	P=0.130

*Indicates significant: P=or less than .05
**Indicates very significant: P=or less than .01

3.4.4 Correlation of Amount of Education

For all the interest topics with the exception of "Learning frequently used American names & places" and "Citizenship" (both P scores were not significant), the more education a student had, the greater interest there was. This was true for survival topics such as "Finding a job" or "Numbers and money" but was also true for such topics as "Manners" or "Learning about American geography". The correlation between education and interest in the topics was a significant relationship for eight topics and a very significant relationship with six topics.

The Amount of Education was significantly related to interest in "Banking" with a correlation of 0.1626 (P=0.011). The more education a student had, the greater was his/her interest in the topic of "Banking". "Banking" ranked 19th out of 30 interest topics with a rating of 3.383.

The Amount of Education was significantly related to interest in "Learning about American geography" at a correlation of 0.1387 (p=0.028). The more highly educated a student, the greater the interest in "Learning about American geography". "Learning about American geography" ranked 29th out of 30 in interest topics with a rating of 2.732.

The Amount of Education was significantly related to interest in the topic of "Restaurants" with a correlation of 0.1651 (P=0.011).

The more highly educated a student, the greater the interest in the topic of "Restaurants". "Restaurants" ranked 25th out of 30 topics in interest with a rating of 3.102.

The Amount of Education was significantly related to interest in the topic of "Correspondence" with a correlation of 0.1498 (P=0.019). The more education a student has, the greater the interest in "Correspondence". "Correspondence" ranked 27th out of 30 in topics of interest with a rating of 2.873.

The Amount of Education was significantly related to interest in the topic "Manners/accepting or refusing an invitation, table manners" with a correlation of 0.1612 (P=0.013). The more highly educated a student, the greater the interest in "Manners". "Manners/accepting or refusing an invitation/table manners" ranked 8th out of 30 with a rating of 3.665.

The Amount of Education was significantly related to interest in the topic of "Finding a job" with a correlation of 0.1374 (P=0.029). The more highly educated a student the greater the interest in "Finding a job". "Finding a job" ranked 4th out of 30 in interest with a rating of 3.929)

The Amount of Education was significantly related to interest in the topic "Learning to drive" with a correlation of 0.1406 (P=0.025). The more education the more interest in the topic "Learning to drive". "Learning to drive" ranked 14th out of 30 topics in interest with a rating of 3.530.

The Amount of Education was significantly related to interest in the topic of "Numbers and money" with a correlation of 0.1505 (P=0.018). "Numbers and money" ranked 3rd out of 30 topics in interest with a rating of 3.935.

The Amount of Education was very significantly related to interest in "Greetings and introductions" with a correlation of 0.2087 (P=0.002). The more education a student had the greater was his/her interest in the topic of "Greetings and introductions". "Greetings and introductions" ranked 9th of 30 topics with a rating of 3.657.

The Amount of Education was very significantly related to the topic of "Talking on the telephone" with a correlation of 0.1879 (P=0.004). The more education a student had, the greater the interest in "Talking on the telephone" as a topic for English instruction. "Talking on the telephone" ranked 6th of 30 topics with a rating of 3.838.

The Amount of Education was very significantly related to the topic of "Transportation (bus, taxi)" with a correlation of 0.1835 (P=0.006). The more highly educated a student, the greater the interest in the topic of "Transportation". "Transportation" ranked 17th out of 30 topics in interest with a rating of 3.460.

The Amount of Education was very significantly related to the topic of "Watching T.V./Listening to the radio" with a correlation of 0.2153 (P=0.001). The more educationed a student was, the higher the interest in "Watching T.V./Listening to the Radio". "Watching T.V./Listening to the Radio" ranked 22nd out of 30 topics in interest with a rating of 3.332.

The Amount of Education was very significantly related to the topic of "Talking at work (to my boss, to my co-workers, to customers)" with a correlation of 0.1797 (P=0.007). The more educated a student, the higher the interest in "Talking at work". "Talking at work" ranked 16th out of 30 in interest with a rating of 3.497.

The Amount of Education was very significantly related to the topic of "Emergencies" at a correlation of 0.1721 (P=0.008). The more highly educated a student, the greater the interest in the topic "Emergencies". "Emergencies" ranked 1st in interest out of 30 topics with a rating of 4.391.

TABLE 17

CORRELATION OF EDUCATION & INTEREST IN TOPICS

		Magnitude of Correlation Coefficient:	Significance of Correlation Coefficient:
1.	Banking	0.1626	P=0.011*
2.	Learning frequently used American names & places	-0.0026	P=0.486
3.	Shopping for groceries	0.0407	P=0.285
4.	Learning about American geography	0.1387	P=0.028*
5.	Shopping for clothes	0.1094	P=0.064
6.	Restaurants	0.1631	P=0.011*
7.	Citizenship	-0.0490	P=0.248
8.	Post Office	0.0543	P=0.225
9.	Entertainment (parks, amusement parks, sports)	0.0159	P=0.416
10.	Seeing a doctor/dentist	0.0884	P=0.107
11.	Greetings, introductions	0.2087	P=0.002**
12.	Renting an apartment	0.0729	P=0.160
13.	Getting insurance (health, auto, life, home)	0.1117	P=0.062
14.	Filling out forms	0.1018	P=0.078
15.	Talking on the telephone	0.1879	P=0.004**
16.	Transportation (bus taxi)	0.1835	P=0.005**
17.	Learning about the American government and political system	0.0228	P=0.379
18.	Asking for directions	0.0436	P=0.273
19.	Seeing a lawyer (legal problems, immigration)	0.0209	P=0.388
20.	Correspondence	0.1498	P=0.019*
21.	Watching T.V./ listening to the radio	0.2153	P=0.001**
22.	Manners/accepting or refusing invitations; table manners	0.1612	P=0.013*
23.	Talking to my neighbors	0.0633	P=0.189
24.	Finding a job	0.1374	P=0.029*
25.	Talking at work (to my boss, co-workers, customers)	0.1797	P=0.007**
26.	Expressing sympathy, congratulations, apologies, gratitute, compliments	0.0895	P=0.108
27.	Emergencies (fire, medical police)	0.1721	P=0.008**
28.	Discounts, garage sales, coupons, clearance sales	0.0872	P=0.116
29.	Learning to drive and getting a driver's license	0.1406	P=0.025*
30.	Numbers and money	0.1505	P=0.018*

*Indicates significant: P=or less than .05
**Indicates very significant: P=or less than .01

3.4.5 Correlation of Amount of Previous English Instruction

There was a significant relationship between the Amount of Previous English Instruction and interest in the topic of "Shopping for groceries" with a correlation of 0.1315 (P=0.032). The more English intruction a student had, the greater the interest in this topic. "Shopping for groceries" ranked 15th out of 30 topics with a rating of 3.5.

There was a significant relationship between the Amount of Previous English Instruction and interest in "Learning American geography" with a correlation of 0.1327 (P=0.033). The more English instruction the higher the interest in "Learning American geography". "Learning American geography" ranked 29th out of 30 in interest with a rating of 2.732.

There was a significant relationship between the Amount of Previous English Instruction and interest in "Seeing a doctor/dentist" with a correlation of 0.1553 (P=0.014). The more English instruction, the greater the interest in lessons on how to use English for "Seeing a doctor/dentist". "Seeing a doctor/dentist" ranked 10th out of 30 topics in interest with a rating of 3.763.

There was a significant relationship between the Amount of Previous English instruction and the interest in the topic of "Talking to my neighbors" with a correlation of 0.1262 (P=0.037). The more English instruction, the more the interest in the topic. "Talking to my neighbors" ranked 23rd out of 30 topics in order of interest with a rating of 3.149.

TABLE 18

CORRELATION OF ENGLISH INSTRUCTION & INTEREST IN TOPICS

		Magnitude of Correlation Coefficient:	Significance of Correlation Coefficient:
1.	Banking	0.0672	P=0.172
2.	Learning frequently used American names & places	-0.0844	P=0.119
3.	Shopping for groceries	0.1315	P=0.032*
4.	Learning about American geography	0.1327	P=0.033*
5.	Shopping for clothes	0.0560	P=0.217
6.	Restaurants	0.0988	P=0.085
7.	Citizenship	-0.0372	P=0.301
8.	Post Office	0.0177	P=0.402
9.	Entertainment (parks, amusement parks, sports)	0.0706	P=0.173
10.	Seeing a doctor/dentist	0.1553	P=0.014*
11.	Greetings, introductions	0.0348	P=0.316
12.	Renting an apartment	-0.0538	P=0.235
13.	Getting insurance (health, auto, life, home)	-0.0860	P=0.123
14.	Filling out forms	0.0430	P=0.278
15.	Talking on the telephone	0.0795	P=0.133
16.	Transportation (bus taxi)	0.0832	P=0.129
17.	Learning about the American government and political system	-0.0142	P=0.423
18.	Asking for directions	0.0184	P=0.399
19.	Seeing a lawyer (legal problems, immigration)	-0.0392	P=0.295
20.	Correspondence	0.0797	P=0.133
21.	Watching T.V./ listening to the radio	0.0295	P=0.342
22.	Manners/accepting or refusing invitations; table manners	-0.0075	P=0.459
23.	Talking to my neighbors	0.1262	P=0.037*
24.	Finding a job	0.0567	P=0.215
25.	Talking at work (to my boss, co-workers, customers)	0.1013	P=0.081
26.	Expressing sympathy, congratulations, apologies, gratitute, compliments	-0.0491	P=0.247
27.	Emergencies (fire, medical police)	0.0732	P=0.151
28.	Discounts, garage sales, coupons, clearance sales	0.0329	P=0.325
29.	Learning to drive and getting a driver's license	-0.0690	P=0.167
30.	Numbers and money	0.0204	P=0.387

*Indicates significant: P=or less than .05
**Indicates very significant: P=or less than .01

Chapter IV

FINDINGS OF THE INTERVIEWS

In December of 1985 I interviewed ten Chinese students, four men and six women. Five of the subjects were from Hong Kong. Two were from China. Two were from Vietnam and one was from Cambodia. The subjects interviewed had been in the U.S. from 3 months to 10 years. The purpose of my interviews was to explore the following three questions:

1. Do Chinese adult immigrants feel that they need lessons in survival English? If so, in which situations and contexts?
2. Would they like to increase the range of transactions in which they can function in English? If so, in which situations and contexts?
3. What strategies are used by students to cope with survival situations?

One of the underlying questions related to the first question was to what extent the students needed to use English. The results of the usage section of the questionnaire showed students used Chinese for most of the 20 survival topics. Through the interviews I sought to confirm those findings.

One advantage of the interview procedure is that students may express their opinions in their own words. While ten interviews may not

be as representative as a sample of 211 students, they were helpful in giving a more personal account of the topics which students felt were important. In the questionnaire, students were asked to rate thirty topics for interest on a scale of 1-5. Through the oral interview I asked students to tell me which of the thirty topics were the three most important topics. Often, students told me not only which three were the most important, but were able to tell me why topics were important to them.

Another underlying question related to the need for survival English was to ascertain what students felt was most difficult to adjust to in the first months of their stay in the U.S. I asked them to recount what was difficult to adjust to and what advice they would give to newcomers on how to adjust to life in the United States, based on their experiences. Here I was interested in exploring student strategies for survival and adjustment. Did they rely on intermediaries for translation? What were the problems, in their own words, to adjusting to life in the U.S.?

The interviews were conducted in Cantonese and recorded with a tape recorder. Interviews were conducted at Evans Community Adult School before and after classes. A copy of the Interview Schedule in English is listed in Appendix D. Most of the interviews lasted between fifteen and thirty minutes but one student spoke with me for an hour and a half. I attempted to get volunteers of both sexes, newly arrived immigrants and longer term residents, and from different countries so that the interviews would reflect some of the diversity of needs and

opinions. A transcription of the interviews translated into English is in Appendix G.

4.1 TALKING TO MY NEIGHBORS & RENTING AN APARTMENT

The results of the questionnaire indicated that students lived largely in Chinese-speaking neighborhoods. In the questionnaire 63.6% of the students indicated that they used only Chinese to speak to their neighbors. 19.9% used both Chinese and English and only 6.3% said they used only English. 10.2% indicated they had never spoken to their neighbors.

The results of the questionnaire showed that for the topic "Renting an apartment" 46.3% of the students used Chinese. 8.4% used both English and Chinese in renting an apartment and only 4.9% used only English. A large percentage, 40.4%, had never rented an apartment themselves, presumably relying on relatives or friends to help them find a place to live.

The students interviewed related experiences in keeping with the findings of the questionnaire. Mr. Hui who lives in Lincoln Park speaks Chinese to his neighbors and landlord. Mrs. So who lives in Monterey Park has Cantonese-speaking Chinese Vietnamese neighbors on both sides of her. Her landlord is Japanese American. Her son helped her find the place and when she interacts with the landlord she uses gestures as she pays the rent. All of Mrs. Ho's neighbors speak Chinese. Her landlord is Chinese American who can speak Chinese although he cannot read or write it. Mrs. Pang lives in Alhambra. Her

neighbors speak Taiwanese, Putunghua and Cantonese. She speaks both Putunghua and Cantonese so she communicates with them with no problems. Mrs. Tam lives in Chinatown and speaks Chinese to her neighbors and landlord. Mrs. Gung lives in Highland Park. She found her apartment through the advertisements in the Chinese newspapers. Her landlord speaks Chinese. She depends on her children to speak to her neighbors, who are Pilipino and Mexican-American. Mr. To lives in Chinatown. His neighbors speak Cantonese and his landlord speaks Cantonese. Mrs. Sze's neighbors speak Chinese and her landlord speaks Chinese. Her place is outside of Chinatown. Her children helped her find the apartment.

Mr. Choi, who lives in Downey, was an exception to the group:

Q: Where do you live?

A: I live in Downey.

Q: Are there very many Chinese?

A: No.

Q: Then you must have many opportunities to interact with Americans.

A: Very few.

Q: Very few?

A: Because usually my work is in Monterey Park. When I get home late at night the neighbors have already got their door shut. When they leave and get in their cars, they wave. I nod my head. That's the extent of our interaction. We have a communication gap. I don't know their language and they don't know mine. I really want to talk to them and they want to talk to me. But we've got both a time and a language problem. It's a real weakness.[3]

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[3] All of the interviews were conducted in Cantonese and tape recorded.

Mr. Ng also has non-Chinese-speaking neighbors. He lives on Eleventh Street near Normandie in a largely Latino and Korean neighborhood. His landlord is Chinese from the same village he himself came from.

Q: Do you speak English to your neighbors?

A: Very little. We hardly speak to each other at all. Here and there, I understand a little bit, but mostly I don't understand what they say. I don't know English... Like now, with the neighbors, I can say,'Hello, how are you?' But when they start to talk to me I don't know what they are saying.

In summary the interviews revealed that students live largely in Chinese-speaking environments. Perhaps that is why "Talking to my neighbors" ranked 23rd out of 30 topics in interest. The few students that have English-speaking neighbors have a strong desire to learn English to speak to their neighbors. However, they are a minority of the students. If neighborhood patterns are used as a criteria, then teaching English as a second language to Chinese students at Evans is similar to teaching English as a foreign language. The classroom may be the main and even only place that students come into contact with English.

The tapes were transcribed and translated into English. In Appendix G is a transcription of the ten interviews. The translation is my own.

4.2 SPEAKING ENGLISH AT WORK/FINDING A JOB

In the usage section of the questionnaire 56.4% of the students reported that they used Chinese at work. 14.4% used both English and Chinese at work. 4% used English only and 25.2% reported that they hadn't had the experience. For the topic "Finding a job" 55.3% reported that they used Chinese. 19.1% used English and Chinese. 2.5% used English and 23.1% had never experienced finding a job.

The interviews supported the findings of the questionnaire. Many of the students are restricted to work in Chinatown due to the language barrier. Their choices of work are extremely limited. Most of the men work in restaurants and most of the women in garment factories. Wages are low and the hours both long and detrimental to one's health.

Mr. Hui who had been here three months at the time of the interview hadn't looked for a job yet.

Mr. Choi explained that he has a store in Monterey Park. Most of his customers are Chinese although he has some American and Mexican American customers. He deliberately set up the store in a Chinese environment so that he could get to know how to do business and then branch out from the Chinese neighborhood to do business with Americans. That's one motivation for him to come to school.

Mr. Ng is retired. He used to work in a shoe factory in Hong Kong. He wants to learn English first before trying to get any work here.

Mrs. Ho works in an herb shop. She practiced Chinese medicine in China and would like to take an examination so that she can practice

here. She would like to learn English to speak to customers and in the future after she passes the exam she would like to take American patients.

Mrs. Pang is in her sixties. She has an illness so she can't work. She says that no one would hire her anyway, because she is too old.

Mrs. Tam used to be a seamstress in Hong Kong:

> I want to work but it's really hard to find the right kind of work. If you want to sew in Chinatown and you hope to make a living for it, you have to work long hours for very little pay. Sometimes I think it isn't worth it. For example sometimes we work six or seven hours and we don't even make $10! It isn't worth it. I want to work, but it's hard to find the right kind of work. I tried taking care of older people. Older people are really fussy. They are very picky. It's not that the work is that hard, but their demands can really wear you down. I would like to find a good part-time job. I'd like to work after school. I may be sixty-one years old, but I've still got a lot of energy. I'd like to work very much. But then I want the right kind of work and that isn't easy to find.

Both Mrs. So and Mrs. Gung are garment workers. Mrs. Gung speaks Chinese at work. She would like to study English and take up Chinese medicine. She had some experience in Chinese medicine in China.

Mr. To hasn't found work yet in Los Angeles. When he first came to this country he lived in Dallas and worked in a Chinese restaurant.

Mrs. Sze worked for many years as a garment worker. Her husband works in a restaurant. She is sick now and can't work. Mrs. Sze worked first in Chinatown and, later, friends introduced her to an American factory outside of Chinatown where she made a little more money, but worked very hard. She attributes her need for glasses and her swollen legs to sewing at the factory:

I had to wear glasses after a few months. Before I came here I didn't have to wear glasses. I had to work in Hong Kong but I didn't have to sew. So I didn't have to wear glasses. Here, it was terrible, if you couldn't learn how to sew as fast as the others, you could prick yourself.

When I first came here I wanted to go back to Hong Kong. But that wasn't an option. The children were all here and we didn't have the money to go back. My husband couldn't find work. I didn't know how to sew. We didn't know anyone. I wanted to go to school to learn English. I went to the Chinatown Service Center. They didn't have any classes for me. They said I needed to know how to speak English first.

So then I learned how to sew. At first I made $4 a day. I didn't have to take the bus to work then. I worked for a Chinese factory. Then the landlord introduced me to go work in an American factory and he wrote the address for me. In the American factory I couldn't speak to people but I made more money. But then I worked until my legs got swollen and I couldn't work anymore. After about 3 months I went back and then my legs started bothering me again. Now the children can work. So there is some money coming in there.

When I first came, it was hard. But you get used to it. We were used to working hard in Hong Kong. Some people have it bad because they weren't used to working so hard in Hong Kong and they come over here and have to work so hard. I had to take care of kids and work. And then I had to cook and wash.

I worked hard and made $3.00 an hour. If I had worked in a Chinese factory I wouldn't have made that much. I worked in that factory for a long time. It's very hard work. To make $3.00 an hour you have to sew fast and sew well. Now the factories won't hire you at $3.00 an hour. Before, when I first worked in that factory, if you were supposed to make $3.50 they would deduct from that for insurance. So you would make $2.50.

Now they won't even hire you. You have to sew fast and sew well. If you are a little slow, they'!' always yell at you. If they don't fire you, they will harrass you. It's a mess. And if you work in a Chinese factory you can't make any money. Some of the older ladies work all day and make $8-10 dollars a day. But people do it. They spend all their lives that way.

Q: When you worked in the American factory were there any Chinese workers there?

A: When I first worked there, the first two or three years there weren't any Chinese. All the people were Mexicans. Finally some more Chinese started to work there. When there weren't any Chinese I learned more English. But when there are Chinese working all the Chinese hang out together. Chinese speak Chinese together. So then I don't learn any English. When you don't use the language you forget. So now I have to study and re-learn what I knew before.

Mrs. Sze's description of the plight of Chinese garment workers underscores the importance of English for vocational purposes. The students interviewed expressed a strong desire to learn English to find work, for job advancement, and to improve their standard of living. "Finding a job" ranked 4th out of 30 topics of interest. Mrs. Sze's interview explains very graphically why vocational training in conjunction with English instruction is such a strongly perceived need. Mrs. Sze encountered the problem of needing to know English before she could be accepted into a job training program. Because she didn't qualify for the programs, her only recourse was to work in the garment factories.

4.3 TRANSPORTATION/ASKING FOR DIRECTIONS

In "Measuring Cross-Cultural Adjustment: The Problem of Criteria", Phillip Benson mentions the criterion of mobility as one of ten dimensions of adjustment:

> An individual's ability to find his way around in the foreign culture is another dimension of adjustment. Use of public transportation systems and knowledge of local geography are two potential items for this dimension. (Benson, 1978, p.34)

In the questionnaire students ranked "Asking for Directions" 7th out of 30 topics in order of interest with an average rating of 3.774. Transportation (bus, taxi) ranked 17th out of 30 topics with an average rating of 3.460.

In the usage section 23.4% of the students reported that they used Chinese to ask for directions. 18.5% used English. 29.3% used both English and Chinese and 28.8 % had never experienced asking for directions. Of the twenty topics "Transportation" ranked highest in percentage of English only responses with 29.5% indicating that they used English only. 18.9% used both Chinese and English. 18.4% used only Chinese. 33.2% checked the catagory "never experienced".

Comments from students in the interviews indicated that mobility and knowing one's way around were very important factors in adjustment to the U.S. In answer to the question, "What was most difficult to adjust to in your first months in the U.S.?", a number of students expressed their frustration with not knowing how to get around, getting lost, and not being able to read street signs. A few gave insightful comments as to their own strategies for survival.

Mr. Ng felt that the most difficult thing to adjust to in the first months was not being able to get around:

> Those first two months. Boy was it hard. I didn't know the environment at all. I didn't know where anything was. I didn't know how to get a bus. My daughter would drive us. I didn't know where anything was.
>
> Q: How did you learn your way around? Did your daughter introduce you...
>
> A: No, I did it myself. I would look at the street signs and memorize the names. I'd ask, 'What's the name of this

street?' and memorize the name. Memorize the English name. Like Normandie. Olympic. Pico. I learned a few streets and the numbers. At first I didn't know anything. If I didn't know, I'd ask. If I forgot, I'd ask again. Sometimes I'd ask several times. Little by little I learned my way around.

Mrs. So related a similar tale of total helplessness and disorientation when she first came to the U.S. Mrs. So first arrived in Dallas, Texas to live with one of her sons:

> When I first came here in 1980, when I would go out it was very hard. All I could do was walk one block and remember that block. Walk another block and remember that block. Walk another block and remember that block. So little by little, remember this block and the next day walk further by one block. Finally I was able to walk as far as a department store. I'd go there and sit, watch the people. That's how I spent my days.

Mrs. Ho had been in the U.S. eight months at the time of the interview. In answering the question what was difficult to adjust to, she explained that she knew what she wanted to express but just couldn't say it. When I asked her to give an example she said:

> For example, if I want to go some place and don't know how to get there, I don't know how to ask directions. If I'm lost, I don't know what to say. I'm not too familiar with American geography. I'm in Los Angeles. I don't even know where to go. This is a real problem.
>
> Q: If the teacher introduced the most common American places and streets, would that be useful?
>
> A: Yes, that would be helpful. If there were lessons about Los Angeles' geography, transportation, where the schools are, where the hospitals are. If we knew the environment, that would be very helpful.

Mrs. Gung recalled an experience on the bus, when she missed her stop:

> When I got on the bus I asked the driver to let me off at my stop. The driver forgot and missed my stop. I immediately

said, 'Stop, stop!' The driver said, 'Oh, I forgot.' I remembered 'moment', but I couldn't remember what else to say. I couldn't remember how to say, 'Wait a moment.' I pointed to my watch. Boy, was that awkward! But I really felt that the driver and the people on the bus were trying to understand me.

A number of the students explained that they rely on relatives, children or friends to drive them places and how with very limited English, they are able to take the bus. Mrs. Tam has been here for four years and four months. She depends on her children to drive her places on weekends. She usually takes the bus to her children's and then they drive her where she needs to go. They also taught her how to take the bus:

My daughters taught me where to take the buses, which bus and how to recognize the stops. For example if I want to go to Torrance, I learn how to say 'Torrance Blvd' and when we get there the bus driver tells me when to get off. For Chinatown, I always come back to the main station. For other places that I don't know, I don't dare take the bus. I'm afraid of getting lost and not knowing how to speak. You see, our world is very small. We are limited by how much we know. We go only as far as we know. Our situation is like that.

Q: If you want to go some place and you don't know how to get there, what do you do?

A: I ask people and hope that I'll be able to understand.

Q: Do you ask for direction in English or only in Chinese?

A: Chinese.

Mrs. So explained that she didn't use English at all in taking the bus. When I asked her if she needed to use English to speak to the driver she explained:

No, because my Chinese friends taught me how to take the bus. They taught me where to wait for the bus, to watch for the Chinese stores with Chinese signs to recognize where I am and to figure out where to get off the bus.

Q: If you need change on the bus is the driver willing to make change?

A: We usually take change with us if we have to take the bus.

Mrs. Sze recounted a terrible tale of getting lost and going up to people who she thought were Chinese and later found were Korean. All she could say was, "Downtown. Downtown." She wandered around all afternoon and didn't come back until after seven o'clock. She found her way when she walked to the post office on Ninth Street and then recognized how to get home.

Now I guess I'd consider myself pretty smart compared to when I first got here. There are a lot of grandmothers, older women, in Chinatown who have been here for over twenty years and still don't know how to go downtown. They are afraid to step out of Chinatown.

Q: How did you learn the street names?

A: I don't know the street names, I just recognize the places. For example if my friend asks me to come over, I ask which bus I should take to get there. Which street should I get off on? I ask them to write it down for me. Then when I get off the bus I ask if I should turn left or right. And so my friend tells me how to get there. If I didn't do that, it would be very hard. Because I don't know the street names, I remember the landmarks. If you just write the address down and don't tell me how to get there, which bus to take, I'm in trouble.

In summary, the interviews revealed the importance of lessons on transportation and asking for directions. Many students indicated that this was a critical aspect to adjustment. Students also described creative strategies to take buses and find their way around despite limited English ability. Some, like Mr. Ng, concentrate on memorizing key street names. Others ask their friends to write down

the English names of the stops. Mrs. Sze who doesn't know the names of the streets, depends on landmarks. One common strategy is to focus on the essential information and step by step plan what is needed. Preparation includes always taking correct change so that you don't need to ask for change.

4.4 ADJUSTMENT

In the interviews students were asked, "What was most difficult to adjust to in your first two months in the U.S.? As was mentioned above, a number of the students expressed difficulty with getting to know their way around. Mr. Ng emphasized the frustration of not knowing his new environment. Many expressed loneliness and not knowing anyone. Mrs. So who first moved to Dallas to be with her sons explained that after living in Dallas and being so isolated away from a Chinese community, her son suggested that she and the father move to Monterey Park:

> He had come here on business. When we first moved here from Hong Kong we had never thought of not living with our sons. We just assumed we would live with them. Then in 1984, in August of that year, my son had to move to another state to work so he came here and found a place for us to live. He told me, 'Mama, I think this place is better for you. It's more convenient and you can buy whatever you need here yourself.' So we've been living here ever since.

Mrs. So explained that her two sons had discussed it and felt that it wasn't healthy for her and her husband to live in Dallas where they don't know the language and couldn't meet many Chinese people. For Mrs. So adjustment meant moving to a Chinese-speaking community, even if that meant living away from her sons.

Mrs. Ho, who immigrated from Canton eight months ago, felt the language barrier was the most important problem in adjustment but added that cultural differences were very important as well:

> Our Chinese customs and culture and American customs and culture are not the same so in the beginning there's an adjustment period. The hardest to get used to is the language problem. You don't understand anything, and can't say anything... Before I came here, I read books about what it was like here and I have some friends that have gone abroad and have done translation, so I knew in a general sense what to expect. But the language problem is a real problem. I know what I want to express but I can't say it. It's really very hard.

When asked to give an example of what she wanted to express, Mrs. Ho cited directions.

Mrs. Tam lived in San Francisco when she first arrived in the U.S. She felt that it was very difficult to adjust to San Francisco because the Chinatown environment there is very overcrowded. She felt it was a "complicated" environment with many bad influences like gambling. Perhaps we could characterize crime, delinquency, alcohol or drug abuse and gambling as urban social problems. In other interviews students mentioned family problems, such as child discipline, or having difficulty commmunicating with their children.

Mr. To first came to Dallas. He didn't have any friends and couldn't find any work. The first year he didn't work at all and only studied. Then he made some friends and his friends got him a job in a restaurant. He worked there for three years, as he said, "cooking, plucking the feathers out of the chickens, doing <u>everything</u>." For Mr. To, adjustment meant finding friends and work, even if the work was difficult and low paying.

Students were also asked what advice they would give friends or relatives who were coming over to ease their adjustment to U.S. society. Mr. Ng advised getting to know the environment, knowing your way around. He cited the factor of good health which he felt was very important. Without good health he reasoned that it was both difficult to get around and difficult to make a living. Mrs. So's first suggestion was to take the time out to learn English:

> If you don't know the language, it is really terrible. You have to overcome obstacles yourself. No one can help you if you don't try to do something for yourself. That's the most practical advice I can give people. If you don't know the language no one will help you.

Mrs. Tam echoed a similar sentiment when she said:

> I would talk about what day-to-day living is all about, practical information, how to adjust. First and most important is to learn English. Many immigrants are from China and they think that earning a living is more important than learning English, but when they go to work in the garment factories, they make very little money. Some have been here for ten or twenty years and can't say a sentence in English. That's no good. So I would really encourage people to take the time, take some time out to learn English.

Mrs. Ho also felt that learning the language was the most important advice she could give someone. She added to this the importance of learning about American culture:

> And you need to learn something about American culture and customs. Like we ask certain questions when we meet someone, we ask about their name, family, their home situation, it expresses concern. But it might be considered impolite here.
>
> And I think the American sense of independence is very strong. We Chinese like big extended families. Americans will move away from their families at a certain age. But in China we don't have this kind of behavior. Americans are very independent.

> Also in the U.S. you can go to school at any age. Like here at Evans it is possible to come here if you are 16 or 70. In China there is an age limit. Like if I want to go to the university. The oldest age for entrance is 22 years old. After 22 years no matter how smart you are, you can't enter the university. Here no matter how old you are, if you have the desire, you can study. This is really different.

Mr. To felt that he didn't have any advice, the most important thing in adjusting is to find work:

> There isn't any advice I can give them. They have to do it themselves. Once you are here, that's it. No one gave me any advice. I just watched how other people did things. In America the most important thing is whether you have work or not. If you have work, that's good. If you don't have work, it's very debilitating.

Mrs. Sze also felt that the best advice was to find work:

> I would say, if you first come over here, if you are young, you should find work. If you can't work, it's very hard. The problem is that the choices of what to do are very limited. If you don't know English, you have to sew if you are a woman. Or you can work in a restaurant. But that's hard because you have to stand all day. And the wages aren't good and you have to be on your feet all day. The problem with sewing is that you are sitting all day long. The wages are bad. It's hard on your eyes and if your fingers aren't nimble, you are in trouble.

For the students interviewed above, ease of adjustment to American society involves a number of dimensions: language, mobility, culture, getting a job, finding friends, and coping with urban social problems.

4.5 TOPICS OF INTEREST

In the questionnaire, students were asked to rate thirty topics of English instruction on a scale of 1 (not very important) to 5 (extremely important). The average ratings were summarized and the thirty topics ranked in order of highest average rating from the first, "Emergencies", which had an average rating of 4.391 to the thirtieth, "Discounts, garage sales, coupons and clearance sales", with an average rating of 2.613. In the interviews I asked students to tell me, out of the thirty topics, which three were the most important to them.

Mr. Ng felt that "Transportation" was number one. Second was "Talking to my neighbors" and third was "Shopping". He does most of his shopping in Chinatown and if he knew more English he would go to other stores. Now he says he can't even say he wants something cheaper. He doesn't know prices. All he can do is point.

Mrs. So felt that "Greetings and introductions" were very important as were polite expressions. "Emergencies" was a very important topic and "Watching T.V./listening to the radio":

> If I knew how to listen to the news I would know what's going on, a lot of news, happenings, I'd know what's happening in the world. I don't watch T.V. too much. I don't know when it's going to rain, when to go to work, there are so many things that I don't understand.
>
> Q: Is there a Chinese TV station?
>
> A: Yes. But only on Saturdays and Sundays. One of my friends has cable but we seldom go over and watch. I think it's on very late at night. We're already in bed. For example on Sunday at 11:00. There is cable but we haven't installed it and, besides, you can't get it in every neighborhood. Plus you have to spend a few dollars every month. I don't think we really need it. We can't even make a decent living. We have to consider the additional expense.

Mrs. Ho felt that "American geography" was important as well as "Greetings and introductions":

> In China we pay attention to greetings and introductions. You make a certain impression. If you get the impression that someone isn't polite or is rude, you don't like them. So "Greetings and introductions" is important and "Learning about American geography". Geography helps with transportation too. And I think "Learning about the American government and political system" is very important. If you don't know this, you won't understand a lot. You could break the law and not even know it. These three things I feel are very important. They all count in your daily life. They all have a relationship to your daily life. If you understand these three topics, then you will have a foundation.

Mrs. Pang listed a number of topics as being important: "Restaurants", "Shopping for clothes", "Post Office", "Entertainment", "Seeing a doctor", "Getting insurance", "Talking on the telephone", "Asking for directions", "Finding a job", and "Emergencies". She felt all the topics on the list were important. When I asked her the three most important, she listed four: "Seeing a doctor", "Asking for directions", "Finding a job" and "Emergencies". Then she added "Shopping" and "Post Office". When I asked her if she could she see a doctor in Chinatown, she replied that the doctors in the emergency rooms didn't speak Chinese. If she were to be hospitalized, the doctors wouldn't speak Chinese. As an older person, she felt this was very important. She also felt "Citizenship" was very important as well as "Learning about the American government and political system".

Mrs. Tam felt that "Learning frequently used American names and places" was important as was "Learning about the American government and political system":

Even if we don't pay too much attention to government and politics, we should know some basic things.

Q: You mean, like elections?

A: I mean like laws. What's legal and illegal. You need to know something about that. We don't qualify to vote yet, so that's more long-term, but we need at least to know what is legal and what is illegal. "Greetings and introductions" is also important. It's important to know how to behave, what's polite. "Citizenship". Now that's very important. I hope that I can become a citizen someday.

Q: Have your daughters become citizens?

A: They became citizens and applied for me to come over. And this one is very important: "Manners". It's important to know what constitutes appropriate behavior. And this one: "Emergencies". Now I think I've picked enough topics. I think I've picked six!

Mrs. Gung felt "Greetings and introductions", "Emergencies", and "Watching T.V./listening to the radio" were the most important:

Even if I don't understand, I push myself to watch as much as I can and to try to make out what is going on from the actions. Sometimes I take a pencil and write down something I hear and try to remember it. Then when the children come home I ask them what it means.

Mr. To felt that the most important were "Finding a job", "Renting an apartment", "Transportation" and "Asking for directions".

Mrs. Sze felt that "Seeing a doctor" and "Transportation" and "Asking for directions" were the most important. She felt that while she can't order in a restaurant, it isn't very important to her. There are other more important things like seeing a doctor.

In summary, when asked which topics they felt were most important for English instruction, students interviewed felt that the following survival topics were very important: "Emergencies", "Transportation",

"Asking for directions", "Seeing a doctor", and "Finding a job". But also deemed very important were "Greetings and introductions". Mrs. Ho articulated the need to "make a good impression". While Mr. To articulated instrumental motivation to learn English with his choices of "Finding a job", "Renting an apartment", "Transportation", and "Asking for directions", other immigrants like Mrs. Ho and Mrs. Tam expressed more integrative motivations. As Mrs. Tam said, "Manners are very important." Finally, there was a desire to learn about the American government and political system. The interest in becoming American citizens echoed the results of the questionnaire in that students had ranked "Citizenship" fifth out of thirty topics with a rating of 3.915.

4.6 STUDENT STRATEGIES FOR SURVIVAL

Students interviewed relied heavily on intermediaries to help them find a place to live and jobs and to provide transportation. Mrs. Ho said that her parents, brothers and sisters who have all been here longer drive her where she needs to go. Mrs. Tam depends on her children to take her places on weekends. Mr. To had a terrible time adjusting to life in Dallas until he made friends who helped him find work. Mrs. So's son found her a place to live in Monterey Park so that she could live in a Chinese community.

Many depend on relatives, spouses, children, and friends to translate for them. Mrs. Gung's children speak to their neighbors for her. She depends on her husband, children and relatives if she has some

business to attend to. Mr. Hui depends on his children to translate letters from school.

For some of the students interviewed there is a conscious dependence on the Chinese community as a stepping stone to adapting to the larger society. For example, Mr. Choi related that he wanted to learn American business practices in a Chinese-speaking setting first, and then learn English to do business in the larger society. Students make use of the Chinese newspapers to find housing. Some, like Mrs. So, choose not to subscribe to cable television which has Chinese programs, though that is available. Mrs. Ho said that she gets parent letters from Nightingale Junior High School in Chinese. She also informed me that she can take the Chinese acupuncture licensing examination in Chinese.

In shopping a number of students indicate that they look at the shelves to see what they need and look at the bill to see what they owe. If they don't recognize a product or know how to cook it or how to use it, they don't buy it.

There were some interesting learning styles expressed by some of the students. Mrs. Gung pushes herself to watch T.V. as much as she can and tries to understand what is going on from the actions. She takes a pencil and writes down something she hears and then asks the children what it means when they come home. When I asked her if she could hear something in English and record the sounds she answered:

> Easy things I can. If it's too complicated I can't. When I was in China I learned a phonetic system. When I came here I learned the International Phonetic system. It's easy to get confused. When I was in China I taught elementary

> school and I taught the Chinese PINYIN system. At first it was very hard for me. But what I figured out was if I had trouble with the international system, I would supplement with the Chinese phonetics. Sometimes I use DO RE MI. There are all kinds of methods.
>
> Actually I learned these methods from my mother. My mother is better at learning English than I am. What does she use? Toishan dialect and Cantonese. Every morning she works at it. She doesn't really know very many Chinese characters so she will draw pictures to remember. She thinks of sounds in Toishan dialect or Cantonese that are similar to the English. Her determination is really something. She keeps a daily notebook.

A number of students mentioned the difficulty of learning English due to old age. Mrs. So mentioned that her capacity to absorb was limited due to her age. She felt that limited education was a factor as well so that her memory capacity was weak. Mrs. Gung felt that how to remember words and sounds was a problem. She felt that the teachers taught them a lot of good material but that they forget because of their age. She added that concentration was a problem:

> Little children don't have as many responsibilities as we do. They can come home from school and dinner is on the table and they have clothes and whatever they want. But we have a lot to worry about and can't concentrate our energies on learning English.

Her solution was to add another class, thinking that, if she spent more time in class, she would have more exposure to the language and that that would help. Mrs. Sze took lessons at Castelar Elementary School years ago when she first came over here and felt that the method used there was very helpful:

> The teacher would teach us a few lessons and then I would tape it and go home and listen to the tape. Then you absorb it more. For us older people you have to go slow. When we have heard something enough, we get it. Sometimes we learn something and go home and don't remember anything.

> Sometimes we copy something and later look at it and don't know what it says. If I record the lessons and go home it works out better because I'm more relaxed at home and can learn better.

4.7 INTERACTION WITH AMERICANS

Throughout the interviews an underlying question was: To what extent did students have contact with Americans? Results of the questionnaire indicated that a small percentage of students use English for any of the twenty survival topics. Similarly in the interviews, students reported that their neighbors and landlords spoke Chinese, that, if they worked, they spoke Chinese on the job and that while many told horror stories of being lost and unable to find their way around, most had been able to adjust to their new environment, learning how to catch buses with a minimum of English, using some creative strategies such as remembering landmarks. Mrs. So reported that she would like to make friends with Americans, but all she could do was wave and say, "Hi, how are you?" When I asked her if she knew more English would she make more effort to meet more Americans, she replied:

> If I knew more English, I would make more effort to meet more Americans.

Mr. Ng and Mr. Choi who were in the minority with English-speaking neighbors expressed the desire to be able to carry on simple conversations with their neighbors. Mrs. Tam visits her daughters in San Francisco:

> My daughter's neighbors are very nice people. I would like to speak to them, but all I can do is say, 'Hello.' I want

to ask things like, 'Are you busy? I want to bring you something.' My daughter's neighbor loves to eat my pot stickers (Chinese dumplings). She asks my daughter for them. Now suppose my daughter isn't at home and I've made some for the neighbor. I want to talk to her. I want to say, 'I made some Chinese dumplings. These are Gaotze. The Chinese name is Gaotze. Do you want to learn how to make these? I'll teach you. When do you have time?'

Mrs.Gung has some relatives that she would like to talk to:

An uncle and aunt. Japanese, but American born. When we talk we use a dictionary.

Mrs. So has a daughter-in-law who is American:

My oldest son recently got married to an American. But all I can say on the telephone to her is, 'Hello. How are you?' She can't speak to me and I don't know now to speak to her. That's the way it is.

Q: What would you like to say to her?

A: I'd like to say everyday things like, 'Have you eaten yet? What are you doing? How's everything going?' I would like to say everyday things to her and then I could carry on simple conversations and I could make more new friends. My daughter-in-law's name is Amy. I want to say, 'How are you? When are you coming to visit me? Are you happy?'

Q: In English you can say, 'Are you happy?', but we usually don't say that. Christmas is coming soon . Do you want to wish her a Merry Christmas? What else do you want to say to her?

A: Would you like some Chinese food?

Q: Do you like to eat Chinese food? What kind of Chinese food do you like?

A: If I have the opportunity to go and visit you I will bring some Chinese food to you.

Q:'If you tell me what you like, I will bring it to you when I come visit you.' Anything else?

A: Let me think about it. When you record it for me be sure to say the Chinese too or I won't remember what it is.

Q: If your daughter-in-law asks you what you are doing, how would you answer?

A: I'm practicing my English. I'm watching TV. That's what I do in the evening. I don't even know how to say fruits and vegetables! We can't ask the teacher everything. At home I don't have the opportunity to ask anyone. I can't use the dictionary because I understand the Chinese, but I don't understand the English. That is what I'm trying to learn. I'd like to ask her. At work I sew dresses but I don't know which styles or colors she likes and I don't know her measurements.

Q: You want to make her a suit of clothes?

A: I'm learning to sew. I'd like to do something for her.

Not all the family relationships are as positive as the one above. One of the students reported that her children have lost their Chinese and can't communicate with her:

They were 8 or 10 when they came so they don't have any problems with English but the terrible thing is that they don't know our language. They speak English to me and when I speak to them sometimes they don't understand me. They don't have any time to speak to me. When they get home they watch T.V. or do their homework by themselves. They don't have time for me. There's a real gap between us.

While it is difficult to generalize from the above interviews, I would venture to suggest that while most of the students indicated that they had very little contact with Americans, there is some contact, whether through neighbors or relatives. One question for the teacher is how to encourage contact. Research has indicated that cross-cultural contact in itself may not necessarily be positive. Factors such as the nature of the contact and the relationship and status of the interacting members are critical (Ruben and Kealey, 1979). A number of students indicated that if they knew more English

they would seek American friends. One question is how to suggest contexts for interaction.

One of the findings of a study of Korean immigrants in Chicago was that Koreans involved in the minority culture, through group memberships and friendships, also tended to be involved in the host culture (Young Kim, 1977, Dodd, ed., p. 105.) Similarly, Chinese churches, political clubs, civic organizations and professional and community associations might be a good stepping stone to more involvement in host cultural activities. While students interviewed expressed interest in Survival English topics, there was also strong interest in social and cultural topics and students expressed the strong desire to make American friends. Teachers might want to introduce students to existing community organizations as a way to make new friends and participate in community interests.

Chapter V

CONCLUSIONS AND SUGGESTIONS FOR TEACHERS

This chapter will summarize the findings of the research in relation to the seven research questions introduced in Chapter 1 and conclude with suggestions for teachers. The research questions have been grouped for discussion. The first section of this concluding chapter will summarize the results of the research in relation to the first two research questions. These were:

(1) Do Chinese adult immigrants feel they need Survival English? If so, in which situations and contexts?

(2) Would they like to increase the range of transactions in which they can function in English? If so, in which situations and contexts?

A review of the findings of the questionnaire in English and Chinese usage for twenty survival topics indicated a small percentage of students used only English for all of the twenty topics. The data showed that the majority of students either conduct the survival transactions in Chinese, or they have never experienced the situations listed in the questionnaire in the United States. The data also showed that lack of experience with a survival topic didn't necessarily indicate lack of interest in learning how to handle the situation in English. For example, the topic for which the highest percentage

of students had no experience was "Emergencies". 82.9% of the students indicated that they had never experienced an emergency situation in the U.S. Yet "Emergencies" ranked number one in interest out of thirty topics with the highest interest rating of 4.39. Similarly, a high percentage of students indicated lack of experience with the topics "Getting insurance", "Seeing a lawyer", "Post Office", "Asking for directions", "Transportation", "Learning to drive", and "Seeing a doctor". Yet these topics received relatively high ratings for interest. It is fair to conclude from comparing the data from the usage and interest sections of the questionnaire that students would like to increase the range of transactions in which they can function in English.

A review of the thirty topics ranked in order of interest showed that the students surveyed felt they needed instruction in Survival English. Of the top ten ranking topics, seven were survival topics that are included in current adult materials: "Emergencies", "Filling out forms", "Numbers and money", "Finding a job", "Talking on the telephone", "Asking for directions" and "Seeing a doctor". A look at the top ten ranking topics showed that the Chinese students surveyed also felt there was a high priority for instructions in topics that are not considered Survival English: "Citizenship"; "Manners, accepting or refusing invitations, table manners"; and "Greetings and introductions". The data showed that Chinese immigrant adults were interested in learning English for integrative as well as instrumental purposes. This was expressed by students interviewed who indicated that they

wanted to make friends with Americans and wanted to make a good impression. While the topic of "Greetings and introductions" is included in adult materials such as Asian Project, "Citizenship" is a topic that is noticeably absent.

The interviews substantiated the findings from the questionnaire. When asked which topics they felt were most important for English instruction, students interviewed felt that the following survival topics were very important: "Emergencies", "Transportation", "Asking for directions", "Seeing a doctor" and "Finding work". But also mentioned by the students interviewed were "Greetings and introductions", "Manners", "Learning about the American government/political system" and "Citizenship".

It must be stated that, although the interviews were limited to a small sample of the Chinese adult immigrant community, their value lies in the personal description of problems of adjustment as expressed in the students' own words. The personal accounts of interaction, or lack of interaction with Americans, and opinions concerning need for English, for which specific purposes, provide some insights, but it is important to recognize the dangers of overgeneralizing to the larger Chinese adult immigrant population. However, that being said, the personal accounts reflected a tremendous insulation and lack of interaction with English speakers. Over and over, when asked about the extent of contact with Americans, students replied, "Very little." This is due to the fact that most of the students have Chinese-speaking neighbors and landlords. They are restricted to work in Chinatown

due to the language barrier. The choices of work are extremely limited. Most of the men work in restaurants and most of the women in garment factories. Wages are low and hours are long. Students interviewed indicated that mobility, or knowing one's way around, was a very important factor in adjustment to the U.S. They desired instruction in how to ask for directions, lessons about the Los Angeles environment, and the location of schools and hospitals.

The question of survival may be approached from the standpoint of assisting the students in adjusting to their new environment. It is significant that the dimensions of adjustment mentioned by students interviewed included: language, mobility, culture, getting a job, health, finding friends, and coping with urban social problems.

In conclusion the results from the questionnaire and interviews indicated that Chinese adult immigrants feel that they need Survival English and would like to increase the range of transactions in which they can function in English, particularly for the following topics: "Emergencies", "Asking for Directions", "Transportation", "Seeing a doctor", and "Finding a job". In addition, students desired instruction in topics not generally considered Survival English topics such as: "Greetings and introductions" and "Citizenship".

The second two research questions were:

(3) Is there a significant relationship between age, sex, length of stay in the U.S., amount of education, amount of previous English instruction and interest in survival topics?

(4) As students tackle survival transactions is there an order or progression to their interest in topics of Survival English?

Age was significantly related to interest in "Banking" and "Discounts, garage sales, coupons, clearance sales". The younger the student was, the more interest there was in the topics. Age was very significantly related to interest in "Restaurants", "Finding a job", and "Learning to drive/getting a driver's license". Again, the younger the student was, the more interest there was in the topics. Although Mrs. Pang, one of the students interviewed, felt that vocabulary for seeing a doctor was especially needed by older people because "older people get sick" there was no significant correlation between age and interest in seeing a doctor. (See Table 14.)

Sex was significantly related to interest in "Transportation" and "Post office", with females being more interested than males. Sex was very significantly related to interest in "Banking" and "Citizenship", with females being more interested than males. Sex was very significantly related to "Correspondence", with males being more interested than females. (See Table 15.)

Length of Residence in the U.S. was significantly related to interest in "Banking", "Entertainment", "Greetings and introductions", "Talking on the Telephone", and "Correspondence". Interest for these topics declined with length of residence in the U.S. Length of residence was very significantly related to interest in "Renting an apartment", "Watching T.V./listening to the radio", "Talking to my neighbors", "Finding a job", "Talking at work", and "Learning to

drive/getting a driver's license". Again, interest in these topics declined with length of residence in the U.S. Consequently, the newer students were, the greater their interest in the topics. (See Table 16)

Amount of Education was significantly related to interest in "Banking", "Learning about American geography", "Restaurants", "Correspondence", "Manners/ accepting or refusing an invitation, table manners", "Finding a job", "Learning to drive", and "Numbers and money". There was a positive relationship between amount of education and interest in those topics. This was for both survival topics and topics not generally considered survival topics. Amount of education was very significantly related to interest in "Greetings and introductions", "Talking on the telephone", "Transportation", "Watching T.V./listening to the radio", "Talking at work", and "Emergencies". Again, there was a positive relation between the factors of amount of education and interest in the topics. (See Table 17.)

Amount of Previous English Instruction was significantly related to interest in "Shopping for groceries", "Learning American geography", "Seeing a doctor/dentist", "Talking to my neighbors". The more English instruction a student had had, the more interest there was in the topics. (See Table 18.)

In summary, the data suggested that there were significant relationships between age, sex, length of residence in the U.S., amount of education, amount of previous English instruction and interest in survival topics. As students tackle survival transactions there is an

order or progression to their interest in survival topics summarized in Table 13: Thirty Topics Ranked in Order of Interest.

Although the research was not conclusive, it provided a possible starting point for answering the last three research questions. These were:

(5) What are the skills, linguistic and non-linguistic and information that are necessary to carry out the needed survival transactions?

(6) What strategies are used by students to cope with survival situations?

(7) How could these skills and strategies be supplemented by the classroom teacher?

"Emergencies", the most highly rated topic of interest will be analyzed to illustrate possible ways of determining the skills, linguistic and non-linguistic and information that are necessary to make needed survival transactions; existing strategies that are used by students and ways that they may be supplemented by the classroom teacher.

Foust, Fieg, Koester, Sarbaugh and Wendinger (1981) provide a helpful framework for analyzing factors influencing cross cultural adjustment:

> The concept of adjustment implies change. In cross-cultural adjustment one is concerned with the changes in thinking and behavior required when moving from one cultural milieu to another. The nature of the adjustment required depends on the nature of the differences between the original and the new culture and on the objectives the sojourner seeks to complete in the new "culture."(Foust, et al., 1981, p. 7)

The authors identify four factors influencing cross-cultural adjustment: situational factors, awareness of one's own and new culture, individual characteristics and communication patterns.

Under situational factors they list: 1) survival factors, that adjustment can be affected by climate, clothing, transportation, food, water, housing, money, language and availability of names and persons to contact for information, 2) social support system, 3) contact with other sojourners, 4) health problems, 5) legal status, 6) outlets for personal interests, and 7)language ability.

By awareness of culture they mean that the goal is to learn about the values of a host country and accept cultural differences without inferring that they are superior or inferior. For example, Mrs. Ho explained in the interview that while asking certain questions in Chinese culture might indicate concern for the person, in the U.S. the same behavior might be considered impolite.

By individual characteristics they mean that an individual's flexibility or rigidity will affect his or her ability to adjust. Under the factor of communication patterns they included identifying cultural norms, understanding relations between host nationals, understanding intentions through both verbal and non-verbal codes and seeking and giving feedback.

The above framework is a helpful departure point for answering research question (5) What are the skills, linguistic and non-linguistic and information that are necessary to make the needed survival transactions? The challenge is to take the above factors into

consideration, and develop learning materials that are authentic and at the same time, simplified and appropriate to the level. An additional challenge is to select content that is specific yet having value to the greatest number of students.

In seeking to analyze the skills, linguistic and non-linguistic and information that are necessary to cope with an emergency situation, the teacher could visit the fire department and speak to an operator who receives the incoming emergency calls. In attempting to strike the balance between language that is authentic, yet geared to the students' level of English proficiency, ideally it would be helpful to tape some of the incoming calls. Unfortunately, laws of privacy prohibit taping emergency calls, but it is permissible to discuss with a firefighter the questions that the operators ask when they receive a call for help. For example, if one calls 911, the call will be automatically traced by computer. When the operator asks for the address of the fire or medical emergency, it is to verify the information traced by the computer. If an operator were to receive a call from a limited English-speaker, the fire department would be able to respond to the emergency based on the computer trace alone. In the materials for teaching emergency procedures in Appendix E the teaching points are socio-cultural as well as linguistic. The assumption made in preparing these lessons was that time spent planning and preparing for emergencies could literally save lives. If the students understood the procedures involved in making an emergency call and anticipated the questions that would be asked, they could call the fire department

about a fire in their home, despite limited English-speaking ability. If students knew, for example, that when the number 911 is dialed the call is automatically traced by computer, they would be less hesitant to call. Even if they remember nothing but "911" and "Fire" they could save lives. The lesson in Appendix E uses Chinese to introduce emergency procedures in case of a fire with mounted pictures to set the context and includes the use of Chinese-language brochures printed by the fire department.

R. Mackay and A.J. Mountford provide insights on the use of the native language (L1) in language teaching. While they concede that there have been many arguments against the use of L1 as a teaching aid, they argue that "translation" of a particular kind can be a useful pedagogic tool in an English programme which they call "information transfer" or the technique of "re-creation of information" (Mackay & Mountford, 1978, pp. 12-13).

A teacher could prepare a tape in English of emergency telephone dialogues using the questions that firefighter operators usually ask:

What's your problem?

Where are you?

What's your city?

What are the cross streets?

Is anyone injured?

In adapting the technique of "re-creation of information" to use of the tape, the teacher could ask students to listen to the questions and attempt to anticipate the information that is being requested.

Using L1 the teacher could discuss emergency procedures with the students and then ask the students to listen to the English tape and translate the questions into L1.

The emergency lesson in Appendix E makes use of many of the survival strategies that students interviewed employed in taking buses and getting around Los Angeles. The attempt is to create materials that enhance and supplement existing student strategies for survival.

As was discussed in Chapter 4 in the section on Transportation, students make use of very creative strategies to find their way around. Some concentrate on memorizing key street names. Some orient themselves by using the main bus station as a "home base". One common strategy is to focus on essential information and step by step, plan what is needed. Preparation and visualizing each step in advance enables some to students to take buses without reading street signs through use of landmarks. Teachers could prepare lessons to enhance and build upon these kinds or similar student strategies for almost all of the survival topics that students have indicated interest.

Other student strategies included reliance on intermediaries to find a place to live, jobs and provide transportation. Many depend on relatives, spouses and children to translate for them. Many survival transactions are conducted in Chinese. Students make use of the many services available within the Chinese-speaking community such as banks with Chinese-speaking tellers, Chinese T.V., Chinese language newspapers, restaurants, grocery stores and doctors. Knowledge about Chinese language community resources can be very helpful because it en-

ables a limited English-speaking adult to utilize Chinese-based language competencies and to attend to a number of activities immediately without having to rely on intermediaries. Listed in Appendix F is a list of community services and resources available to Chinese speaking adults in the Los Angeles community.

5.1 SUGGESTIONS FOR FUTURE WORK

Student comments concerning their strategies for survival, adjustment to life in the United States and learning English provided some insights as to how some students adapt. However the research cannot be generalized to the Chinese immigrant adult population in Los Angeles. More research is needed to explore various survival, adaptational and learning strategies as well as to evaluate and develop new approaches, methods and techniques.

If this study has pointed out the need for, and interest in Survival English, it has also pointed out the need for, and interest in topics not generally considered "survival" topics. A balanced program that integrates American culture, manners, and citizenship with survival topics is desireable. The diversity of student interests calls for individualized and small group instruction. While most students felt that "Finding a job" was critical, some of the older retired students, not surprisingly, have little interest in the topic. One suggestion would be to set aside time for students to work in groups to pursue communicative activities in different areas of interest.

Many students interviewed felt that they would like to make American friends. What organizations and programs exist for intercultural exchange? How can positive contact be facilitated? What kinds of cross-cultural training would facilitate student learning about American culture?

A number of students mentioned the difficulty of learning due to their advanced age. What special difficulties do older students face? What can be developed for this group?

Another interesting avenue of research would be to design, test and evaluate materials that make use of the student's knowledge of PINYIN or a phonetic system that would enable students to record English sounds.

Related to this is the question of research concerning pre-literates. One of the limitations of this study was that the questionnaire was written in Chinese characters. Many pre-literate students were unable to fill out the questionnaire, therefore the results did not reflect the pre-literate Chinese adult population. Needs assessment for this group could be ascertained through oral interviews.

While many topics that students feel are important for English instruction are included in adult ESL texts, citizenship is noticeably absent. Designing ESP materials for Chinese immigrants in citizenship is sorely needed. Perhaps some teachers may hesitate to teach citizenship out of fear that they might be chauvinistic, seeking to avoid some of the negative aspects of the "heroes and holidays" approach of the past. Citizenship materials can be developed that integrate eth-

nic studies, a sense of identity and selfhood for minorities. American history can be approached from a chauvinistic perspective or from the perspective of emphasizing the contributions of native peoples as well as immigrants and Afro-Americans. Participation in democratic processes can be approached from the standpoint of empowering immigrants to exercise their democratic rights, protest injustices and organize for equality and freedom for all communities.

Chapter VI

APPENDICES

6.1 APPENDIX A--INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRE

Appendix A is an English translation of the instructions that were given in Cantonese to the Chinese Bilingual Classes at Evans Community Adult School when the questionnaire was administered in the Fall of 1985.

Instructions for Administering the Questionnaire

I'm a student at UCLA. I'm doing research on which kinds of English are most useful to Chinese students. I hope that it will help students in the future. All of you are here to learn English. But there are many parts to learning English (for example, listening, speaking, reading and writing English). In addition there are many different topics or situations for you to use English (for example, seeing a doctor, going to the post office, or making a long distance phone call). Of course, most students want to learn everything. Unfortunately, you can't learn everything at once.

The purpose of this questionnaire is to find out more about you, the students, so that we know which topics are the most important to teach first. Thank you for your help in filling out the questionnaire.

1. Please write your name in Chinese and English. 2. Please write your address in the U.S. 3. Write your age. How old are you? 4. Check male or female. 5. Check where you came from. If your country is not listed, please write in the name of the country. For example, if you are from Cambodia, please write Cambodia on the line. 6. How long have you lived in the U.S.? Please write the number of years and months. 7. Which languages and dialects do you speak? Some students speak Cantonese and Putunghua (Mandarin). They should check both boxes. Some students speak three dialects. They should check three boxes. If you speak French, or another dialect or language not listed, please write in the language on the line. 8. Please check the number of years of education you had before coming to the U.S. (in Hong Kong or Taiwan). 9. Please check your occupation here in the U.S. If your occupation is not listed, please write it in Chinese or English on the line. 10. How long have you studied English? Include both study of English in the U.S. and before you came to the U.S.

Part One

For the following situations do you use Chinese or English? If you use both, check both English and Chinese. If you have never experienced the situation in the U.S. please check the last box.

Please make a mark for each of the 20 situations. For all twenty situations it is possible to use Chinese and it is possible to use English. There is no right or wrong answer. Look at number 1. If

you go shopping for groceries in Chinatown and use Chinese, check the 2nd box. If you sometimes go shopping at an American supermarket, and sometimes shop in Chinatown, check the 1st box also. Some students never go shopping for groceries. If you have never shopped for groceries in the U.S., please check the 3rd box.

Part Two

This section is to get your opinion about what you feel are the most important topics to learn about in English class. There is no right or wrong answer. This is your opinion. Please make a circle around the number that best expresses your opinion (not very important, important, extremely important).

6.2 APPENDIX B--ENGLISH TRANSLATION OF THE QUESTIONNAIRE

Appendix B is the English translation of the questionnaire that was given to the students in Chinese.

QUESTIONNAIRE

1. Name:(Chinese) (English)
2. Address:

3. Age: 4. Sex: Male_____ Female_____

5. Country of emigration:
   China_____ Taiwan_____
   Vietnam_____ Thailand_____ Burma_____
   Hong Kong_____ Other (please specify)_____

6. Length of residence in the U.S.:
   _____years _____months

7. Languages and dialects spoken:
   Cantonese_____ Putunghua (Mandarin)_____
   Toishan dialect_____ Other (please specify)_____

8. Education received before coming to the U.S.:
   Less than a year_____
   1-3 years _____
   4-6 years _____
   7-9 years _____
   10-12 years _____
   12 years + _____

9. Occupation:
   Businessman_____ Student_____ Restaurant worker_____
   Housewife _____ Garment worker _____
   Retired _____ Other (please specify)_____

10. Amount of previous English study (in the U.S. and/or before coming to the U.S.)
    Less than 6 months _____
    6 months to 1 year _____
    1-2 years _____
    3 years + _____

Part One

For the following situations do you use English or Chinese? If you use English, check the first box. If you use Chinese, check the second box. If you use both English and Chinese or sometimes use English and sometimes use Chinese, check both boxes. If you have never experienced the situation in the U.S., please check the third box.

	English	Chinese	Never Experienced
1. Shopping for groceries			
2. Shopping for clothes			
3. Going to the bank			
4. Restaurants			
5. Post Office			
6. Entertainment (parks, amusement parks, sports)			
7. See a doctor/ dentist			
8. Renting an apartment			
9. Getting Insurance (health, auto, life, home)			
10. Seeing a lawyer (legal problems, immigration)			
11. Talking on the phone			
12. Transportation (bus, taxi)			
13. Asking for directions			
14. Correspondence			
15. Watching T.V./ listing to the radio			
16. Talking to my neighbors			
17. Talking at work (to my boss, co-workers, customers)			
18. Finding a job			
19. Emergencies (fire, medical, police)			
20. Learning to drive/ getting a driver's license			

Part Two

WHAT TOPICS DO YOU THINK SHOULD BE STRESSED IN YOUR ENGLISH CLASS? For the following topics circle a number from one to five according to your opinion.

1--not important
2--slightly important
3--important
4--very important
5--extremely important

1. Banking	1	2	3	4	5
2. Learning frequently used American names & places	1	2	3	4	5
3. Shopping for groceries	1	2	3	4	5
4. Learning about American geography	1	2	3	4	5
5. Shopping for clothes	1	2	3	4	5
6. Restaurants	1	2	3	4	5
7. Citizenship	1	2	3	4	5
8. Post Office	1	2	3	4	5
9. Entertainment (parks, amusement parks, sports)	1	2	3	4	5
10. Seeing a doctor/ dentist	1	2	3	4	5
11. Greetings, introductions	1	2	3	4	5
12. Renting an apartment	1	2	3	4	5
13. Getting insurance (health, auto, life, home)	1	2	3	4	5
14. Filling out forms	1	2	3	4	5
15. Talking on the telephone	1	2	3	4	5
16. Transportation (bus taxi)	1	2	3	4	5
17. Learning about the American government and political system	1	2	3	4	5
18. Asking for directions	1	2	3	4	5
19. Seeing a lawyer (legal problems, immigration)	1	2	3	4	5
20. Correspondence	1	2	3	4	5
21. Watching T.V./ listening to the radio	1	2	3	4	5
22. Manners/accepting or refusing invitations; table manners	1	2	3	4	5
23. Talking to my neighbors	1	2	3	4	5
24. Finding a job	1	2	3	4	5
25. Talking at work (to my boss, co-workers, customers)	1	2	3	4	5
26. Expressing sympathy, congratulations, apologies, gratitute, compliments	1	2	3	4	5
27. Emergencies (fire, medical police)	1	2	3	4	5
28. Discounts, garage sales, coupons, clearance sales	1	2	3	4	5

29. Learning to drive and getting a driver's license	1	2	3	4	5
30. Numbers and money	1	2	3	4	5

6.3 APPENDIX C--CHINESE QUESTIONNAIRE

This is the Chinese questionnaire that was given to the students.

1. 姓名 (中文)_____ (英文)_____
2. 地址：_____

_____
3. 年齡：_____ 4. 姓別：男 女
5. 從何處移居到美國：

中國(大陸)_____ 台灣_____

越南_____ 泰國_____ 緬甸_____

香港_____ 其他國家(請說明)_____
6. 在美國已居住多長時間：___年___月
7. 說何種語言或方言：

廣州話_____ 國語(普通話)_____

台山方言_____ 其他語言(請說明)_____
8. 來美國以前教育程度：

少於一年_____

一至三年_____

四至六年_____

七至九年_____

十至十二年_____

超過十二年_____
9. 職業：

商人_____ 學生_____ 餐館工_____

家庭婦女_____ 縫紉工(車衣工)_____

退休者_____ 其他職業_____
(請說明)
10. 學習英語時間(包括來美前和來美後)：

少於六個月_____

六個月至一年_____

一至二年_____

超過三年_____

第一部分：

你做以下各種事情時，用英文還是用中文呢？如果你用英文的話，請在(一)處 ☐ 中打 ✓。如果你用中文的話，請在(二)處 ☐ 中打 ✓。如果你中英文並用時，或者有時用中文，有時用英文，請在(一)(二)處同時打 ✓。如果你在美國从未做過以下各種事情，請在(三)處 ☐ 中打 ✓。

	(一)用英文	(二)用中文	(三)在美國從未做過
1. 去商店購买食物	☐	☐	☐
2. 去商店購买衣物	☐	☐	☐
3. 去銀行	☐	☐	☐
4. 在餐館	☐	☐	☐
5. 去郵政局	☐	☐	☐
6. 娛樂(公園、遊樂場、體育)	☐	☐	☐
7. 看醫生，看牙醫	☐	☐	☐
8. 租房	☐	☐	☐
9. 保險(健康、汽車、人壽、家庭)	☐	☐	☐
10. 見律師(法律問題、移民問題)	☐	☐	☐
11. 打電話	☐	☐	☐
12. 交通(公共汽車、出租汽車)	☐	☐	☐
13. 問路	☐	☐	☐
14. 看電視、听廣播	☐	☐	☐
15. 通信	☐	☐	☐
16. 和鄰居交談	☐	☐	☐
17. 找工作	☐	☐	☐
18. 在工作地方与老板或同事或顧客交談	☐	☐	☐
19. 緊急事件(火災、傷病事故、報警)	☐	☐	☐
20. 學開車、申請驾駛執照	☐	☐	☐

第二部分

你認為英文班的課程應該強調學習哪方面的知識呢？在下述各項題目中根據你的意見在 1 2 3 4 5 中选擇一個打圈。例如你覺得學習銀行這方面的知識很重要，你就在4上打圈。

	不重要	不很重要	重要	很重要	非常重要
1. 銀行	1	2	3	4	5
2. 學習常用美國人名地名	1	2	3	4	5
3. 購買食物	1	2	3	4	5
4. 學習美國地理	1	2	3	4	5
5. 購買衣服	1	2	3	4	5
6. 餐館	1	2	3	4	5
7. 入籍	1	2	3	4	5
8. 郵政局	1	2	3	4	5
9. 娛樂(公園. 遊樂場. 體育)	1	2	3	4	5
10. 看醫生. 看牙醫	1	2	3	4	5
11. 打招呼. 介紹	1	2	3	4	5
12. 租房	1	2	3	4	5
13. 保險(健康. 汽車. 人壽. 家庭)	1	2	3	4	5
14. 填表格	1	2	3	4	5
15. 打電話	1	2	3	4	5
16. 交通(公共汽車. 出租汽車)	1	2	3	4	5
17. 瞭解美國政府和政治体系	1	2	3	4	5
18. 問路	1	2	3	4	5
19. 見律師(法律問題. 移民問題)	1	2	3	4	5

	不重要	不很重要	重要	很重要	非常重要
20. 通信	1	2	3	4	5
21. 看電視、听廣播	1	2	3	4	5
22. 禮貌/如何接受或者拒絶邀請吃飯的規矩	1	2	3	4	5
23. 和鄰居交談	1	2	3	4	5
24. 找工作	1	2	3	4	5
25. 在工作地方和老板、同事、顧客交談	1	2	3	4	5
26. 表達同情、祝賀、感謝、道歉、称贊	1	2	3	4	5
27. 緊急事件(火災、傷病事故、報警)	1	2	3	4	5
28. 大減价、車庫大拍賣、折扣优待券/清倉物品拍賣	1	2	3	4	5
29. 學開車，申請駕駛執照	1	2	3	4	5
30. 數字和錢	1	2	3	4	5

6.4 APPENDIX D--INTERVIEW SCHEDULE

This is a copy of the Interview Schedule in English. The actual interviews were conducted in Cantonese.

I. Introduction:

I am a student at UCLA. I am doing a research project on what Chinese students need to say in English. I know that you come to school to learn English, but there are many parts to learning English. One of the questions that I will be asking you is when do you have to use English? In which situations do you use Chinese? Which topics are more important to learn first?

The purpose of this interview is to find out about you, so that lessons can be prepared to suit your needs. May I tape our interview?

1. What is your name?
2. Where do you live?
   a) Who do you live with? Do you speak English at home? Do you have any children? Grandchildren? Do you care for (baby-sit) them? Do they translate for you?
   b) Do you live in Chinatown? Do your neighbors speak English?
   c) Do you speak English or Chinese to your landlord? How did you find your apartment?
3. When did you come to the U.S.? Where did you come from?
   a) Did you study English before you came to the U.S.?
   b) How long have you been studying English?

4. What is your occupation?

   a) Do you speak English at work?

   b) What did you do before emigrating to the U.S.?

   c) What kind of job do you hope to have in the future?

5. How do you get around? Do you drive? Take a bus? Walk?

   a) Do you need to ask for directions in English?

6. (More open ended) To what extent do you have contact with Americans?

7. Which areas of adjustment were the most difficult for you the first two months of your stay in the U.S.?

8. Do you have any advice for other Chinese who are coming to the U.S. on how to adjust to American society?

9. Which topics listed in this questionnaire are the most important to you? Why are they important? Select the three most important.

6.5 APPENDIX E--LESSONS

Appendix E is a series of lessons on three of the topics which were given the highest ratings by Chinese students at Evans: "Emergencies", "Filling out Forms", and "Numbers and Money".

Emergencies

1. Target Audience:

Fall of 1985 I conducted a questionnaire to ascertain the need for and interest in Survival English on the part of students in the Chinese Bilingual classes at Evans Community Adult School in Los Angeles. Five classes participated with a total of 211 students responding. The questionnaire was divided into three parts. The first part consisted of questions about the age, sex, occupation, length of stay in the U.S., educational background and dialects and languages spoken. In the second part the students were given a list of 20 situations and asked if they used English or Chinese to conduct the various transactions (going to the bank, seeing a doctor, buying groceries, etc.) There was also a box to check if the student hadn't experienced a particular transaction or situation in the U.S. The third part gave students a list of 30 situations or topics and asked the students to rate the importance of English instruction for the topics listed: from 1 (not at all important) to 5 (extremely important).

Of the 30 topics listed, the topic which received the highest rating was Emergencies (fire, medical, police) with a 4.3 rating. The following topics received the highest rating:

Emergencies (fire, medical, police).....4.391

Filling out forms.....4.02

Numbers and money.....3.935

Finding a job.....3.929

Citizenship.....3.915

The 211 students ranged in age from 18 to 82 years with an average age of 36. 139 were female and 71 were male. 127 were from China, 28 from Vietnam, 25 from Hong Kong and 17 from Taiwan. The length of residence in the US ranged from 8 students who had been here for only one month to one who had been here 22 years. The average length of residence was two years. 83 of the students had studied English for less than 6 months. 76 had studied from 6 months to a year. 36 had studied English from 1-2 years and 15 had studied3 years or over. Of the 211 students, 59 were garment workers, 33 were restaurant workers, 50 were full time-students.

Given the beginning English level of the students, cultural informa- tion concerning emergency procedures in Los Angeles is very important. In fact lessons for the bilingual classroom will be helpful in that the teacher can familiarize the students with the emergency procedures in Chinese. The teaching objectives of the lesson will be cultural as well as linguistic.

2. Purpose/Teaching Objectives:

To familiarize students with emergency procedures in case of a fire.

To learn that in an emergency, the telephone number is 911.

To give practice in making emergency phone calls to the fire department.

3. Rationale:

The students rated Emergencies as the highest priority.

The time spent planning and preparing for an emergency could literally save lives.

I am making the assumption that if students understand the procedures involved in making an emergency call, they can call the fire department about a fire in their home despite limited English speaking ability. I learned, for example, that if you call 911, your call will be automatically traced by computer. So if a student calls 911 even if he/she forgets how to say the address, it will still be helpful.

4. Materials:

Mounted pictures, drawings.

Fire department brochures in Chinese.

Cassette tape of emergency dialogue.

OHP transparencies.

Handout for students with dialogue.

5. Procedures

1. Introduction: T. shares results of the questionnaire.

2.Using pictures, T. goes through emergency procedures in case of a fire. (See script.)

3.T. hands out Chinese brochures (75% of fires strike in the home). Discusses safety and prevention.

4. T. plays cassette tape. First T. plays all the questions. Then asks in Chinese,"What questions is the emergency operator asking?" (This should get the students to anticipate questions.) T. then plays one question at a time and stops to ask the class what the questions are, one by one. (The fire department doesn't ask your name. First you will be asked, "What's your problem?" Then the operator will transfer your call to the fire department (for fire or medical emergencies) or the police. You will be asked: Where are you? or What's your city? What are the cross streets?" What's your problem? What's your telephone number? Is anyone hurt? How many people are hurt? What happened?

5. T. plays the cassette tape with the dialogue. Asks the students what each line means, stopping after each question or answer.

6. T. hands out dialogue. Asks the students to write in the addresses of where they work and where they live.Ask the students to include cross streets. If they live in an apartment make sure they write down the apartment number. If it's a duplex or a house in back they need to specify. Drill the dialogue. Ask for pronunciation questions.

7. Practice in pairs.

8.T. reviews the information with transparencies, elicits the information regarding emergency procedures from the students.

6. Follow-up activities:

Students rated "Filling out forms" as very important. One follow up activity would be to ask the students to fill out a medical form to carry with them at all times. The form could be an index card with the information who to contact in an emergency and allergies and important medical history.

Red Cross offers Cardiopulmonary Resuscitation classes. Arrange for a visit to the class. 2700 Wilshire Blvd., L.A. Calif. 90057 (213) 739-5200. They will also send you brochures.

The fire department will also come speak to your class. 200 N. Main, Room 900, L.A., Calif. 90012 (213) 485-5982. They have brochures in a number of languages including: Chinese, Japanese, Korean, Spanish, Tagolog, and Braille. Firefighters who answer 911 speak Spanish.

Laminate cards with the following information and play the tape, asking the students to respond to the questions. (Info: address of the fire/accident, telephone number, number of persons injured, cross streets.)

Plan your escape route. Homework assignment: Draw a floor plan of where you work/live. Show at least two escape routes.

Emergencies Script for Mounted Pictures

What should you do in case of fire?

Call 911.
It's the emergency number for the police, fire department and medical emergencies.
If you call from a pay phone, the call is free.
If you dial '911' (as opposed to other emergency numbers), a computer will automatically locate your telephone.

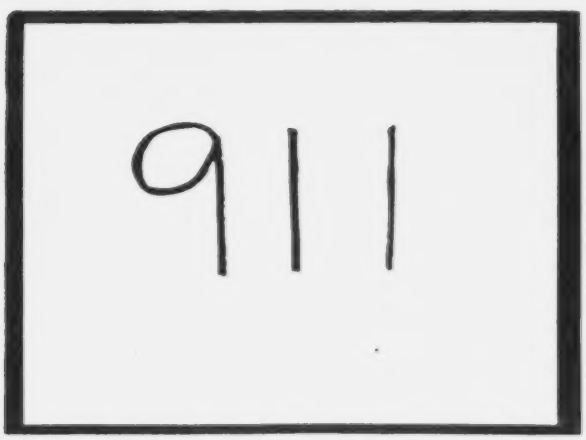
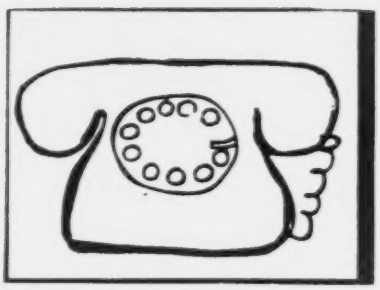


Photo of the Fire Dept's Computer Room

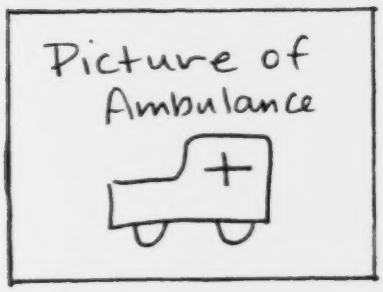
This is important. Even if you forget the English or don't understand the operator, a computer will know where you are. If you remember '911', you could save lives. This is a picture of the room where the fire department receives the emergency calls. They ask you your address and telephone number to verify the location of your call.



What's the number to call?

Photo of a fire truck

When you call 911, the operator will ask, "What's your problem?" He/she will then transfer you to the police department or the fire department. Don't hang up! The fire department is in charge of fires and...

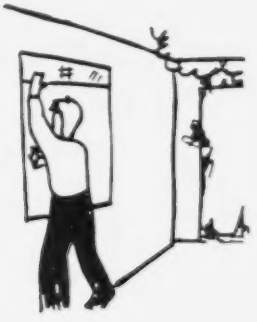


The fire department is in charge of medical emergencies.
If a person has a heart attack, trouble breathing, is unconscious, or has had an electrical shock, poisoning or is burned (any life-threatening emergency) the fire department will send a paramedic and drive the injured person to the nearest hospital. There is no charge for the ambulance.
The fire department covers only L.A. city. That is why if the fire department wants to send an ambulance, they will ask, "What city are you in?" In L.A. County, (not L.A. City proper), the fire department will refer emergency calls to a private ambulance service, which can be very expensive. But in LA city, if the operator determines that it is a life-threatening emergency, they will send an ambulance. Of course, if you have been sick for a long time, they won't come. They will expect you to go see a doctor yourself. The ambulances are only for accidents and emergencies.

If you are in your room when a fire occurs, get out fast, close the door and report the fire. What's the number to call?

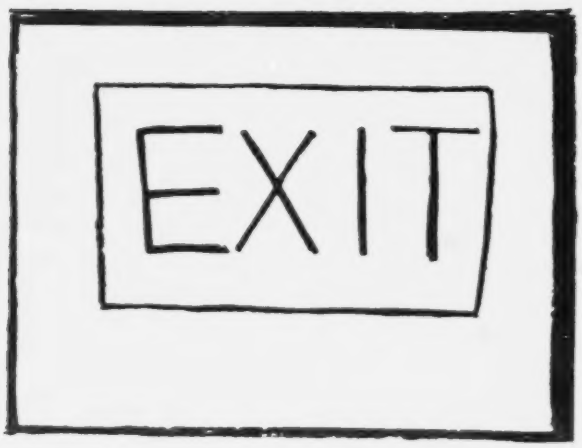
If the fire is outside your room, feel the door to the hall. If it is not hot, check the hall.

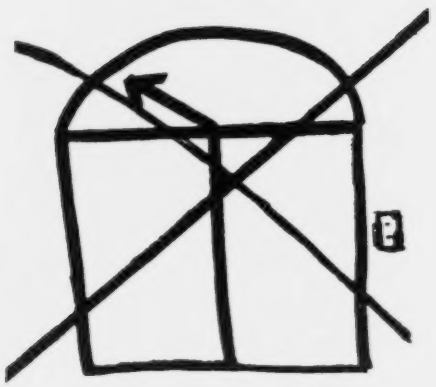
If the door is hot, leave it closed. If you are trapped in your room, stay calm and keep the door closed. Go to the window and signal for help. Don't jump.



To exit the building, crawl under the smoke.

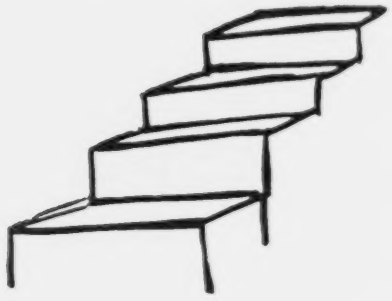
Know your exits. Do you know your exits at work?



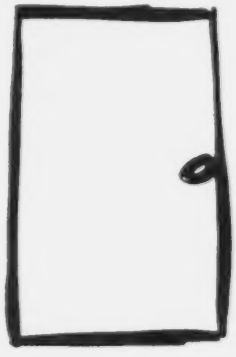


Don't use the elevators.
If you are in a hotel or an office building, sound the alarm.

Use stairs. Don't run or push.



Close doors as you exit the building. Do not lock them, or the fire department will have trouble getting to the fire. Closing the doors will help prevent the spread of the fire and gases.



Emergencies Script for Cassette Tape

911.

What's your problem? — I need the fire department. It's an emergency.

Hold the line. Don't hang up.

911.
Fire Department.
Operations Control Division.
What's your problem? — Fire.

What's your city? — Los Angeles.

Where are you? — 717 N. Figueroa. Sunset and Figueroa.

What's your telephone number? — 626-7151

911.

What's the matter? — I need the police. Accident.

I'll transfer your call. One moment please.

Is anyone hurt? — Yes. Hurry! It's serious!

Where are you? — _____

_____

What happened? — A car accident.

What's your telephone number? — _____

911.

What's the problem? — I need the fire department.

What's your address? — _____

_____

What are the cross streets? — _____

What's your telephone number? — _____

How many people are injured? — Two people. One is very serious.

We'll be there as soon as we can.

911.

What's your problem? — It's an emergency. A heart attack.

One moment. Don't hang up.

911.

Fire Department

What's your problem? — Come quick. A man had a heart attack.

What's your city? Where are you located? — Los Angeles.

_____

_____

When did this happen? — Just now.

How old is the man? — 65.

Is he on any medication? — I don't know.

We'll be there as soon as we can.

Is he allergic to any medicine? — Yes, he's allergic

to penicillin.

Has he eaten dinner?

What?

Did he eat dinner?

Yes.

Is he breathing?

Not so good.

Help! Emergency!
He's not breathing.

Help! Come quick!
A man is having
trouble breathing.

Help.
A man needs help.
He's passed out.

Help.
It's an emergency.
A boy is choking.

Filling out Forms

1. Target Audience:

Fall of 1985 I conducted a questionnaire to ascertain the need for and interest in Survival English on the part of students in the Chinese Bilingual classes at Evans Community Adult School in Los Angeles. Five classes participated with a total of 211 students responding. The questionnaire was divided into three parts. The first part consisted of questions about the age, sex, occupation, length of stay in the U.S., educational background and dialects and languages spoken. In the second part the students were given a list of 20 situations and asked if they used English or Chinese to conduct the various transactions (going to the bank, seeing a doctor, buying groceries, etc.) There was also a box to check if the student hadn't experienced a particular transaction or situation in the U.S. The third part gave students a list of 30 situations or topics and asked the students to rate the importance of English instruction for the topics listed: from 1 (not at all important) to 5 (extremely important).

Of the 30 topics listed, the topic which received the second highest rating was Filling out Forms with a 4.03 rating. The following topics received the top five ratings:

Emergencies (fire, medical, police).....4.391

Filling out forms.....4.02

Numbers and money.....3.935

Finding a job.....3.929

Citizenship.....3.915

The 211 students ranged in age from 18 to 82 years with an average age of 36. 139 were female and 71 were male. 127 were from China, 28 from Vietnam, 25 from Hong Kong and 17 from Taiwan. The length of residence in the US ranged from 8 students who had been here for only one month to one who had been here 22 years. The average length of residence was two years. 83 of the students had studied English for less than 6 months. 76 had studied from 6 months to a year. 36 had studied English from 1-2 years and 15 had studied3 years or over. Of the 211 students, 59 were garment workers, 33 were restaurant workers, 50 were full time-students.

2. Purpose/Teaching Objectives:

To obtain and fill out an application for a social security card.

To give students practice in identifying the criteria of neatness, accuracy and completeness.

To identify acceptable printing styles for filling out forms.

To fill out a fact sheet that may be used for filling out a number of application forms.

3. Rationale:

The students rated filling out forms as the second to the highest in importance for English instruction.

The students rated finding a job and emergencies as high priorities. So the forms selected either are related to emergencies (a

medical history card) and looking for a job (a social security card is a pre-requisite to getting a job and the fact sheet can be carried with the student to fill out job applications.)

4. Materials:

Social Security card.

Overhead transparencies.

Handouts of application forms.

Blackboard.

5. Procedures

1. Introduction: T. shares results of the questionnaire.

2.Introduction to social security cards: T. asks, "Who has a social security card?" Asks if anyone can show the class his/her social security card. (Practice the numbers--another highly rated topic) T. writes a grid on the blackboard. First asks students their numbers and writes them on the board. Then practices asking students what Mr. Chan or Mrs. Lee's social security number is. 3. Discussion of Social Security Cards: (T. leads discussion in Chinese.) What is a social security card? Who needs one? Do you keep your number for life? Where do you get a social security card application? (At the post office or the social security office.) 4. T. asks students to copy dialogue from the board. Asks the students to print. Students practice the dialogue. Clerk: May I help you? Customer: Yes, please. May I have a social security card application? 5. T. shows application on the overhead projector. She then shows two applications. One is

printed and one is in cursive writing. She asks the students which is more acceptable for filling out forms. T. shows a few sample printed cards using the OHP. Asks the students which styles are printing. 6. T. then shows a few more OHP samples and asks the students to rate for 1) neatness, 2)accuracy, and 3) completeness.

7. T. hands out forms for students to fill out. (Using the OHP the teacher fills out a form with the students using the information from one of the students.) Make sure the students know their first and last names. (It's confusing because in Chinese we say the surname first.)

6. Follow-up activities:

Students rated "Filling out forms" as very important. One follow up activity would be to ask the students to fill out a medical form to carry with them at all times. The form could be an index card with the information who to contact in an emergency and allergies and important medical history.

A form for another day is a fact sheet for employment applications. Make sure that the form is broken up into sections. So that education could be one chunk. Former employment could be another chunk. Make use of blackboard grids so that you can identify and work through common problems. (i.e. how students write the name of their former schools or jobs if they were in Vietnam or China.)

Homework: Ask the students to bring in copies of forms that they need to fill out. You can xerox and thermofax copies for the class.

Homework: Ask students to practice printing with handwriting sheets.

Numbers and Money

1. Target Audience:

Fall of 1985 I conducted a questionnaire to ascertain the need for and interest in Survival English on the part of students in the Chinese Bilingual classes at Evans Community Adult School in Los Angeles. Five classes participated with a total of 211 students responding. The questionnaire was divided into three parts. The first part consisted of questions about the age, sex, occupation, length of stay in the U.S., educational background and dialects and languages spoken. In the second part the students were given a list of 20 situations and asked if they used English or Chinese to conduct the various transactions (going to the bank, seeing a doctor, buying groceries, etc.) There was also a box to check if the student hadn't experienced a particular transaction or situation in the U.S. The third part gave students a list of 30 situations or topics and asked the students to rate the importance of English instruction for the topics listed: from 1 (not at all important) to 5 (extremely important).

Of the 30 topics listed, Numbers and Money tied for the third highest rating of 3.9 along with Citizenship and Looking for Work. The following topics received the highest rating:

Emergencies (fire, medical, police).....4.391

Filling out forms.....4.02

Numbers and money.....3.935

Finding a job.....3.929

Citizenship.....3.915

The 211 students ranged in age from 18 to 82 years with an average age of 36. 139 were female and 71 were male. 127 were from China, 28 from Vietnam, 25 from Hong Kong and 17 from Taiwan. The length of residence in the US ranged from 8 students who had been here for only one month to one who had been here 22 years. The average length of residence was two years. 83 of the students had studied English for less than 6 months. 76 had studied from 6 months to a year. 36 had studied English from 1-2 years and 15 had studied3 years or over. Of the 211 students, 59 were garment workers, 33 were restaurant workers, 50 were full time-students.

2. Purpose/Teaching Objectives:

To provide a variety of ways to give students practice in listening for and saying numbers and money amounts.

These games and activities are to be used for "mini-lessons" each day so that the content can be re-cycled and reinforced. Many of the activities can be adapted so that the students begin with one digit numbers and then go on to multiple digit numbers.

To introduce ordinal numbers and give practice within a communicative context.

3. Rationale:

The students rated Numbers and Money as one of the highest priorities for English instruction.

4. Materials:

Blackboard

Pegboard with hooks.

Laminated cards with numbers and pictures.

Mounted drawings.

Handouts and OHP transparencies.

Decks of playing cards.

5. Procedures

a. Introduction T. shares results of the questionnaire.

b. Practice with "-teen" and "-ty":

T. writes on blackboard:

(1)	(2)
fifTEEN	FIFty
fourTEEN	FORty
thirTEEN	THIRty
sixTEEN	SIXty

T. reads the numbers and then asks students to read the numbers. T. says a number and asks students to put up one finger if the number is in column one and two fingers if the number is in column two.

T. asks students to write from one to seven on a piece of paper. T. puts laminated number cards on pegboard and reads the numbers to the class for dictation. (The pegboard should be facing away from the class.) After the students write down the seven numbers, the teacher turns around the pegboard so that the students can check their answers.

T. asks the students to write from one to seven again and then asks students to come up, select numbers to put on the pegboard hooks, and say the numbers to the class for dictation.

c. Pegboard Practice with Money:

T. introduces money with change. T. asks the students for nickels, pennies, dimes and quarters:

What's this? It's a penny.
How much is this? Twenty-five cents.

Using real objects ask the students:

What's this? A light bulb.
How much is it? $1.29.

Have the students assign prices to the objects.

Ask a student to come up, select an object, put the price of the object on the pegboard, and say the number to the class. Ask the class to write down the numbers they hear. Turn the pegboard around so that the class can check their figures.

A variation of this activity is bring in a number of receipts and bills. Ask a student to come up, select a bill or receipt, put the numbers on the pegboard to correspond to the bill, say the number to the class for dictation.

d. Pegboard Practice with Sales tax:

Using real objects add the sales tax:

What's this?

How much is it?

How much is the tax?

Put the amount of the sales tax on the pegboard.

A variation of this is to place a number of prices on the pegboard and ask for the corresponding sales tax. The teacher may want to bring in a calculator and a California sales tax chart for role playing activities.

e. Check-writing practice: Bring in bills. Ask your students to bring in bills and receipts. Use the OHP transparency and personal check handouts. Begin by asking a student to put money amounts from the bills on the pegboard and to say the amount to the class for dictation. The students in the class write the numbers in Arabic numerals on a slip of paper. Then turn the pegboard around so that the students may check their answers. The next step is to fill out the personal checks using Arabic numerals and writing the figures out in English. Use the overhead transparency so that the students can see an example.

f. Circle the number you hear: This is a listening dictation exercise. Use the attached handout and OHP transparency for correction.

g. Line game: Connect the numbers you hear. (Pass out hand out for students and use the OHP transparency for correction.)

h. Write the telephone number you hear: Use the pegboard and laminated cards. Ask students to come up one by one place the numbers for their telephone numbers on the pegboard and say the telephone numbers to the class. The class writes the telephone numbers down as dictation. Turn the pegboard around so that the class can check their answers.

Use social security numbers or house or apartment numbers for variety.

i. Ordinal numbers:

T. writes on board:

1st	first
2nd	second
3rd	third
4th	fourth

T. introduces the concept of ordinal numbers. In Chinese there is something similar with the use of a word added to the cardinal number to make it ordinal. But in Chinese when you speak of "first floor" or

"second floor" it isn't necessary to use the ordinal. Some contrastive discussion of when to use the ordinal numbers would be helpful.

T. shows the mounted pictures and practices with questions and answers:

Where's the Ladies Room? It's on the second floor.

Where's the drinking fountain? It's on the third floor.

Use the pegboard to practice first, second, third row. Ask a student to come up and select a picture to put in the first row.

What's in the first row? The yarn is in the first row.

What's in the fourth row? The hammer is in the fourth row.

j. Numbers game:

Group the class into groups of 2-5 students, each with a deck of cards.

Remove the aces and face cards. Cards can be flipped over quickly with students saying the numbers. Then all the students can be dealt an equal number of cards.

The first student plays any card face up on the table and says its number (i.e. "6"). The next student calls the number on his/her card (i.e. "3") and then says the total ("9"). Each player goes in turn, continuing to total the numbers. While no one wins, the "game" is entertaining.

Variations: Face cards may be given the value of 10 and aces either 1 or 11 or both.

6. Follow-up activities:

Homework: Puzzle with written cardinal numbers. Write the numbers from one to nine and complete the puzzle. Write each number only once.

Homework: Write the numbers. Ordinal Crossword puzzle.

Homework: Ask the students to look for receipts and bills and write checks for the amounts using the personal check handouts.

Bingo is another numbers game. You can ask the students to make their own bingo sheets on a sheet of paper. Ask them to draw a grid of five rows with five boxes in each row. Fill the boxes in the first row with any numbers from 1-10. Fill the boxes in the second row with numbers from 11-20. Fill in the third row with any numbers from 21-30. Fill in the fourth row with any numbers from 31-40. Fill in the fifth row with any numbers from 41-50.

As the teacher (or student) pulls numbers from 1-50, he/she places the number on the pegboard and reads the number to the class. Students check off the numbersas they are read if they appear on their bingo cards. When a student has checked off all the numbers in a row, either horizontally, vertically, or diagonally, the student must read out the winning numbers. The pegboard can be viewed by the whole class to see if the "winning numbers" have indeed been read.

Concentration: Students play in groups of 2-5. There are two kinds of cards. One kind has Arabic numerals and the other has the numbers written in English. Make sure the colors of the two kinds of cards are different. (These could be made with different color index cards.) The cards are spread out face down. A student turns over one red card and one blue card, hoping to match the Arabic number with the English number. If the student uncovers a match, he/she keeps the cards. If the cards are not a match, they are turned over face down again and it is the next student's turn. When all the cards have been picked up, the student with the most pairs wins the game.

Pegboard practice with dates: A variation of the numbers or money listening dictation can be practiced with dates. This gives practice in the American practice of placing the month first, then the day, and then the year. Students could put "2/5/1986" on the pegboard and read to the class: February fifth, nineteen eighty-six. This is a good reinforcement of ordinal numbers using dates.

6.6 APPENDIX F--CHINESE COMMUNITY SERVICES AND RESOURCES

Asian Pacific American Legal Center

1010 S. Flower Street, Room 302

Los Angeles, California 90015

(213) 748-2022

(Free legal counseling for tenants rights, immigration, domestic violence, employment legal disputes for the indigent. Referrals to Chinese-speaking attorneys for those who can afford services. Seminars and programs of civil rights advocacy and a voter's registration drive are conducted with law student volunteers under the supervision of a staff attorney. There are Thursday night clinics and a Saturday clinic held in Monterey Park.)

Chinatown Nutrition Program for the Elderly

625 W. College Street No. 202

Los Angeles, California 90012

(213) 628-5545

Chinatown Senior Citizen Service Center

600 N. Broadway, Suite A

Los Angeles, California 90012

Chinatown Service Center

600 N. Broadway Street

Los Angeles, California 90012

(213) 221-4100

Chinatown Teenpost

122 1/2 Ord Street

Los Angeles, California 90012

(213) 680-0876

Chinese-American Citizens Alliance

415 Bamboo Lane

Los Angeles, California 90012

(213) 628-8015

Chinese Chamber of Commerce of Los Angeles

970 N. Broadway St. No. 220

Los Angeles, California 90012

(213) 617-0396

Chinese Committee on Aging

c/o 425 Gin Ling Way

Los Angeles, California 90012

(213) 628-1828

Chinese Historical Society of Southern California

1628 Redcliff Street

Los Angeles, California 90026

Department of Motor Vehicles

3500 S. Hope

(213) 744-7560

(Provides the written test for a driver's license in Chinese.)

Lincoln Park D.M.V.

3529 Mission Road N.

(213) 227-1687

(Provides the written test for a driver's license in Chinese.)

French Hospital

531 West College Street

Los Angeles, California 90012

(213) 624-8411

(Multi-lingual staff provides complete obstetrics services, a 24-hour emergency department and out-patient services.)

Friends of the Chinatown Library

536 W. College Street

Los Angeles, California 90012

(213) 620-0925

Los Angeles Central City Optimist

Lee M. Quon, President

2236 Meadow Valley Terrace

Los Angeles, California 90039

(213) 440-5237

Los Angeles Chinatown Lions Club

628 W. Garvey Avenue

Monterey Park, California 91754

(818) 281-6106

Los Angeles Chinatown Optimist

Robert W. Lee, President

2061 DeMille Drive

Los Angeles, California 90027

(213) 663-0332

Los Angeles Chinese Womens Club Jrs.

Joyce Quon, President

2236 Meadow Valley Terrace

Los Angeles, California 90039

(213) 440-5237

Orange County Chinese Culture Club

14 Oakcrest Lane

Newport Beach, California 92660

(714) 644-8603

San Gabriel Valley Chinese Cultural Association

P.O. Box 155

West Covina, California 91790

(818) 962-2489

Southern California Gas Company

(800) 635-8899 (Putunghua or Mandarin)

(800) 225-2302 (Cantonese)

(The Southern California Gas Company has recently set up these toll free numbers with service persons qualified to assist in Cantonese and Putunghua.)

United Chinese Restaurant Assn.

and Chinese Cook's Training School

1400 S. Goodrich Blvd.

City of Commerce 90040

(213) 727-0409

Visual Communications

244 S. San Pedro Street

Los Angeles, California 90012

(213) 680-4462

(Asian American studies films, photos, video, archives)

Westside Chinese Service Center

2231 W. Washington Blvd.

Los Angeles, California 90018

(213) 733-2151

Churches

Buddhist Church

2424 Workman Ave.

Los Angeles, California 90031

222-3628

Chinese Assembly of God

118 S. Ave. 22

Los Angeles, California 90031

226-9173

Chinese Congregational Church

734 E. Ninth Place

Los Angeles, California 90015

688-0973

Chinese for Christ

730 N. Broadway

Los Angeles, California 90012

624-1933

Chinese Presbyterian Church

2500 Griffin Ave.

Los Angeles, California 90031

226-9154

Chinese United Methodist Church

825 N. Hill Street

Los Angeles, California 90012

626-8570

Crenshaw Baptist Church

3214 W. Vernon Ave.

Los Angeles, California 90058

293-2300

First Chinese Baptist Church

984 N. Yale Street

Los Angeles, California 90012

628-7613

Mandarin Baptist Church of L.A.

2828 Glendale

Los Angeles, California 90039

660-4844

Southern California Chinese Buddhist Temple

1301 Lilac Terrace

Los Angeles, California 90026

250-5262, 977-0120

St. Bridgets

510 Cottage Home St.

Los Angeles, California 90012

222-5518

6.7 APPENDIX G--TRANSCRIPTS OF INTERVIEWS

The following transcripts are an English translation of the interviews conducted with ten students at Evans Community Adult School. The actual interviews were conducted in Cantonese and recorded with a cassette recorder. The translations are my own.

Mr. Hui

(12/12/85)

Q: How long have you been here, Mr. Hui?

A: Three months.

Q: Where did you come from?

A: Vietnam.

Q: What dialects and languages do you know?

A: Vietnamese and Cantonese.

Q: Did you study English before you came to the U.S.?

A: No, I'm learning English for the first time here in the U.S.

Q: How long have you studied at this school?

A: A little over two months.

Q: Where do you live?

A: In Chinatown.

Q: Are you married?

A: Yes.

Q: Any kids?

A: Yes. One is nine. One is seven and one is five.

Q: Do they go to Castelar?

A: No, not in Chinatown.

Q: Lincoln Heights?

A: Yes. They are learning English for the first time.

Q: Has the school sent you any letters in English?

A: Yes.

Q: How do you handle it? Does anyone help you translate?

A: Yes, I depend on my children.

Q: They are very smart! Nine years old and translating!

Q: Do your neighbors speak Chinese or English?

A: They speak Chinese.

Q: How about your landlord?

A: Chinese too.

Q: What's your occupation here in the U.S.?

A: I don't have any occupation here.

Q: How about before?

A: Before, in Vietnam, I was a student.

Q: What do you want to do in the future?

A: I haven't decided.

Q: In English class if the teacher teaches you how to look for a job, say, how to fill out application forms, look in the want ads, would that be helpful?

A: I just came here. I really don't know how to deal with a lot of things.

Mr. Choi

(12/16/85)

Q: Where are you from?

A: Hong Kong.

Q: How long have you been here?

A: About a year.

Q: When you were in Hong Kong did you study English?

A: Yes, I studied at an English middle school.

Q: Which school?

A: Kok Nga. It's since changed it's name.

Q: I used to teach at Tak Nga in Kowloon.

A: It's right next door!

I have a sister who studied at Tak Nga maybe you taught her.

So you need me to .....

Q: Where do you live?

A: I live in Downey.

Q: Are there very many Chinese?

A: No.

Q: Then you must have many opportunities to interact with Americans.

A: Very few.

Q: Very few?

A: Because usually my work is in Monterey Park.

When I get home late at night the neighbors have already got their door shut. When they leave and get in their cars, they wave. I nod my head. That's the extent

of our interaction. We have a communication gap. I don't know their language and they don't know mine. I really want to talk to them and they want to talk to me. But we've got a time and language problem. This is a real problem.

Q: What do you do in Monterey Park?

A: I have a small store. I sell posters.

I have experienced such problems with the language barrier when I go out and meet Americans, that it has made me want to come back to school and practice my English.

I've come here to Evans one week now. I really feel that English is so important. If I don't know English, I can't do anything in this society. All you can do is curl up and stay within the confines of Chinatown.

But if Chinese people want to have opportunities in the U.S. they have to learn English.

Before they can really attain rights, they need to learn English. If you don't know English it is really hard to attain any rights at all. For example, if I have to depend on someone else to translate for me, it's just not the same as directly talking to someone and expressing my feelings. Because everyone's feelings are a little bit different.

Q: Who do you depend on for translation now?

A: Actually, I depend on myself. If I can handle it, great. If not, that's the way it is. Because when I depend on someone else for translation, they might not understand what I want to say.

Q: At your store do you have Americans customers come in?

A: Very few.

Q: What kind of posters do you sell? Chinese, or....

A: Western. All of them are American goods.

Q: Who comes in?

A: Americans, Mexicans, Chinese. In Monterey Park about eighty percent of the people are Chinese.

But my goal is not to just do Chinese business. When I first came here, I didn't know anything. So I thought I would start in a Chinese neighborhood to get to know the American ways of doing things. And then branch out from the Chinese neighborhood. But to step out of the Chinese areas you must know English.

Q: Which class are you taking here? Did you say you've been here one week?

A: I have an American teacher. A lady. She's a good teacher. Level 1. When I took the test I tested into Level 2 but there wasn't any room in Level 2, so I wound up in Level 1. They said I could go to the next level after Christmas. What's your advice for a good teacher in Level 2? Some students advise that I take a class with a Chinese teacher. I've heard that this teacher is very good. What do you think?

Q: I don't know the teacher.

A: I've heard that this teacher is very conscientious and understands Chinese students. I need to expand my vocabulary. All I know

is "Yes, no" What's your advice?

(embarrassed laughter)

Q: I think it's good to study and to talk more with Americans. For example, try to speak to your neighbors. Try to find time to speak them more. Because practice is so important. Maybe at first you won't say everything 100% correctly, but if you can communicate, hey, that's the beginning.

A: I want to ask you, if I speak to my classmates, what do you think? They don't speak English either.

Q: If you are in a class with all Chinese students, the problem is that you always speak Cantonese. If you are in a mixed class it forces you to speak English.

A: But the problem is that their English also isn't very good. The grammar is wrong.

Q: That doesn't matter. The most important is to practice more, speak more. My opinion is that speaking wrong is better than not speaking at all. Communication is the most important thing.

A: My worry is that if I'm in a class with a Mexican person and he has grammatical mistackes, won't it have a bad effect on my grammar?

Q: No, I don't think so.

A: If I'm with Chinese people, we can communicate and be friends, but if it's someone of a different language, then I have to speak English. So you are telling me to speak to my neighbor and to people who come into the store.

Q: Yes, and you can join clubs or get to know people through church or community organizations. I know in Monterey Park there's

an Asian Pacific Democratic Club. That would force you to speak English. You'd have more contact with people.

A: You mean they are Asians born in the U.S.?

Q: Yes, like me.

A: Oh, yes.This is very important.
If they don't know Chinese, they have to speak English to me.
What is the address of the club?

Q: I don't have it on me, but if you write down your address I'll make sure they send you a notice of their next meeting.

A: Do they speak English at their meetings?

Q: Yes. There are some that come from Hong Kong and Taiwan so they can translate for you if you have problems understanding at first. I have a friend who just ran for, how do you say it? school committee and won. She was the first Asian woman to win that position in November. You might have seen her signs in Monterey Park, Judy Chu? She's a professor.
Asians are trying to organize for their rights so they are asking people to become citizens and vote.

(12/16/85)

Q: How long have you been in the US?

A: Half a year.

Q: Where did you come from?

A: Hong Kong.

Q: How do you spell your name? Ng?

A: N-G.

Q: Did you ever study English before you came to the US?

A: No.

Q: When did you start school here? In September?

A: September.

Q: Are you in Mrs. Wong's class?

A: Yes.

Q: Where do you live?

A: Eleventh street. 2933 Eleventh St. Near Normandie.

Q: Do you take the bus to school?

A: Yes.

Q: Are there very many Chinese where you live?

A: Very few.

Q: Mainly Latinos?

A: Yes.

Q: And Koreans?

A: Yes, a lot.

Q: How did you find your place?

A: A friend who lived over there introduced me.

Q: Is the landlord Chinese?

A: Yes. From the same village.

Q: What's your village?

A: Toishan.

Q: I'm from Hoiping. Very close.

A: Yes, four villages.

Q: Who do you live with?

A: With my daughter.

Q: Did your daughter come over with you?

A: No, she's been here a long time.

Eight...

Q: A hundred years?

A: No, seven, eight years.

Q: Does your daughter know English?

A: Yes, she does.

Q: That's good. Then she can translate for you. It makes adjustment easier. If any problems come up she can help you.

A: Yes.

Q: Do you have any grandchildren?

A: Yes.

Q: How old?

A: The oldest is five years old. They are all in Hong Kong.

Q: Your daughter, the one you live with, doesn't have children.

A: Not yet. She hasn't gotten married yet.

Q: So just you and your daughter live together?

A: And my wife. The three of us.

Q: Did your wife come over with you?

A: Yes.

Q: Do you speak English to your neighbors?

A: Very little. We hardly speak to each other at all. Here and there, I understand a little bit, but mostly I don't understand what they say. I don't know English.

Q: What's your occupation?

A: Nothing now. I'm retired. Before in HK I used to work in a shoe factory sewing leather soles.

Q: What do you want to do here in the US?

A: I don't know. I want to know English first so I can get around.

Q: Does your daughter have a car?

A: Yes.

Q: Do you usually take a bus to school or does she drive you?

A: I take the bus because she has to go to work. She's a nurse.

Q: At a hospital?

A: No she's a private nurse.

Q: What extent is your contact with Americans?

A: Very little. I don't know the language so it's really hard to make contact. If I knew the language it would be different.

Q: When you first came to the U.S. the first couple of months, what was the most difficult thing to adjust to?

A: Those first two months. Boy was it hard. I didn't know the environment at all. I didn't know where anything was.

I didn't know how to get a bus. My daughter would drive us. I didn't know where anything was.

Q: How did you learn your way around? Did your daughter introduce you...

A: No, I did it myself. I would look at the street signs and memorize the names. I'd ask what's the name of this street and memorize the name. Memorize the English name. Like Normandie. Olympic. Pico. I learned a few streets and the the numbers. At first I didn't know anything. If I didn't know, I'd ask. If I forgot, I'd ask again. Sometimes I'd ask several times. Little by little I learned my way around.

Q: Do you watch TV?

A: Sometimes, but I don't understand anything.

Q: Are there any kind of programs that are easier to understand?

A: Not really. But then I'm here studying English. And if I don't know, I ask. I have the problem of forgetting, but then I just ask again.

Q: If you had a friend or relative that was coming to the US what kind of advice would you give them to ease their adjustment?

A: My advice is to become familiar with the environment, the surroundings. If you don't know your way around, it's really hard. If we learn English, then we can get work. At least if we can make our way around, that's important.

Q: Do you have any strategies or methods to pass on?

A: Not anything special. If you have good health, that helps. If you have bad health in the U.S. how are you going to make a

living? You need to know your environment. How to get around.

Q: Here I have 30 topics: "Banking", "Learning frequently used American names and places" Which do you think are the most important topics for your English class if you could only pick three?

A: "Transportation". That's number one. Second, "Talking to my neighbors". Third, "Shopping".

Q: Where do you shop now?

A: In Chinatown.

Q: If you knew English would you go to other stores?

A: Yes. Like now I can't even say I want something cheaper. I don't even know prices. They tell me how much it is and I don't even know what they are saying. I don't know the prices.

Q: So what do you want to buy? Groceries, clothes?

A: Groceries, clothes, everything. I don't dare buy things now because I don't know what they're saying.

Q: Do you go to American supermarkets?

A: Very seldom. Sometimes I go and walk around. But all I can do is point. If I don't know how to say something I have to point! I don't know how to say anything.

Like now with the neighbors I can say, "Hello, how are you?" But then when they start to talk to me I don't know what they are saying. Once I took the wrong bus, I didn't know what to say to the driver. I was taking the 51 bus. It was terrible.

Q: Maybe you can ask your daughter to write down stuff for you.

A: She doesn't have time. You know it's very hard for us older people. The pronunciation is very hard for us. The final

consonants, the final sounds are very difficult to make.

Well, little by little. It's very hard not knowing the language.

Q: Thank you for your help.

A: It's nothing.

Mrs. So.

(12/13/86)

Q: What's your family name?

A: My own family name is Chan and my husband's name is So.

Q: How long have you come to the U.S.?

A: Three years and two months.

Q: Where did you come from?

A: Hong Kong.

Q: Who do you live with?

A: My husband. My kids are in other states. The oldest is in Arizona, in Tucson. One is in Dallas.

Q: Do you have any grandchildren?

A: Not yet.

Q: Where do you live?

A: I live in Monterey Park.

Q: Aren't there a lot of Chinese there?

A: Yes, nearby there are Chinese from Vietnam and Caucasians.

Q: Who lives next door to you?

A: On both sides they are Chinese from Vietnam.

Q: They speak Cantonese?

A: Yes.

Q: What is your landlord?

A: Japanese.

Q: Do you speak English?

A: Yes. If I have to pay the rent I say whatever I can. If

I can't say something I use gestures.

Q: Who helped you find the place to live?

A: My second son.

Q: How long have your children been here?

A: My eldest came in 1970. The second son came in 1971. Both of them went to Hawaii to go to school. They both are in hotel work now.

Q: Before you came to the US did you ever study English?

A: No.

Q: How long have you studied at this school?

A: I came last year in September.
I started with the ABCs.

Q: Do you work?

A: Yes. I sew.

Q: Where do you work?

A: In the valley.

Q: How do you get to work?

A: I take the bus after school.

Q: Before you came to the US what kind of work did you do?

A: I didn't work in Hong Kong.

Q: What would you like to do in the future? Would you like to continue doing the work you are doing now or would you like to do something else?

A: I haven't really had time to think about it.

Q: How do you get to school?

A: I take the bus.

Q: Do you ever need to speak to the driver?

A: No, because my Chinese friends taught me how to take the bus. They taught me where to wait for the bus, to watch for the Chinese stores with Chinese signs to recognize where I am and to figure out where to get off the bus.

Q: If you need change on the bus is the driver willing to make change?

A: We usually take change with us if we take the bus.

Q: When do you have contact with Americans?

A: Very rarely. I don't know the language. I'd like to make friends with Americans but all I can do is wave and say, "Hi, how are you?" That's it.

Q: If you knew more English when would you speak to Americans?

A: If I knew more English I would make more effort to meet more Americans.

Q: The first two months of your stay here in the US, what was the hardest thing to adjust to?

A: Not knowing the language and how to get around. When I first came here I wasn't in Los Angeles, I was in Dallas. In Dallas there were few opportunities to meet Chinese people. Then my second son came to Monterey Park and telephoned me and said there are many Chinese people here, maybe you would like to come live here. Then I said," That sounds good" . So he discussed it with my eldest son. My eldest son said, "Make plans and go! There's really no reason for you to hang around here. It's not healthy for your state of mind here in Dallas because you don't know the language." So we made plans to go to Los Angeles.

Q: How did your second son first know that Monterey Park had a lot of Chinese?

A: He had come here on business. When we first moved here from Hong Kong we had never thought of where to live. We just assumed that we would live with our sons. Then in 1984, August my son had to move to another state to work so he came here and found a place for us to live. He told me, 'Mama I think this place is better for you. It's more convenient and you can buy whatever you need here yourself.' So we've been living here ever since.

Q: In Dallas when you first came here what was the most difficult to adjust to?

A: When I first came here in 1980, when I would go out it was very hard. All I could do was walk one block and remember that block. Walk another block and remember that block. So little by little I'd remember this block and the next day walk further by one block. Finally I was able to walk as far as a department store. I'd go there and sit, watch the people. That's how I spent my days.

Q: If you had some relatives or friends who were coming to the U.S., what kind of advice would you give them?

A: My first suggestion is that they must take the time out to learn English. If you don't know the language it is really terrible. You have to overcome obstacles yourself. No one can help you if you don't try to do something for yourself. That's the most practical advice I can give people. If you don't know the

language no one will help you.

Q: Please look at these 30 topics. Of all of them which three would you pick if you could select the topics to learn in your English class?

A: This one. "11-Greetings and Introductions"--that's very important. "Greetings and introductions". Once you know that a lot of things are clear. Right? This one: "22-Manners"-- that's very important. But then it's also about the same thing as this one, as 11. "Emergencies"--now that's very important. "Watching TV and listening to the radio", now that's very important. If I knew how to listen to the news I would know what's going on, a lot of news, happenings, I'd know what's happening. I don't watch TV too much. I don't know when it's going to rain when to go to work, there are so many things that I don't understand.

Q: Is there a Chinese TV station?

A: Yes. But only on Saturdays and Sundays. One of my friends has cable, but we seldom go over and watch. The times it's on I think is very late at night. We're already in bed. For example on Sunday at 11:00. There is cable but we haven't installed it and besides you can't get it in every neighborhood. Plus you have to spend a few dollars every month. I don't think we really need it. If we can't even make a decent living we have to consider the additional expense.

Q: When you are in class, which topics are the most practical?

A: If we understand it, its all practical, ever since I've been

here at Evans Adult School , beginning with the ABCs.
In the beginning, even though my teacher was an American, she really understood us and her teaching methods were really good. It was easy for us to understand her. Then the next semester I went to Mrs. Wong's class. She's very good and she has taught us a lot. But the problem is our age is too great, our capacity to absorb is limited, so we don't remember things very well. And because we have had limited education, our ability to absorb is weak.

Q: Before you said your daughter-in-law...

A: In HK I still have one son and one daughter. Here I have two sons. My oldest son recently got married to an American. But all I can say on the telephone to her is, "Hello. How are you". She can't speak to me and I don't know how to speak to her. That's the way it is.

Q: What would you like to say to her?

A: I'd like to say everyday things like , "Have you eaten yet? What are you doing now? How's everything going?" I would like to say everyday things to her and then I could carry simple conversations and I could make more new friends.

Q: Do you have any paper? You tell me what you want to say to your daughter-in-law and I'll record it for you on a cassette. I'll write it here.

A: The teacher says one sentence and then we write down the Chinese for each sentence.
My daughter-in-law is named Amy. I want to say "How are you?

When are you coming to visit me? Are you happy?"

Q: In English you can say that. But we usually don't say that. Christmas is coming soon . Do you want to wish her a Merry Christmas? What else do you want to say to her?

A: Would you like some Chinese food?

Q: "Do you like to eat Chinese food? What kind of Chinese food do you like?"

A: If I have the opportunity to go and visit you I will bring some Chinese food to you.

Q: "If you tell me what you like, I will bring it to you when I come visit you." Anything else?

A: Let me think about it. When you record it for me be sure to say the Chinese too or I won't remember what it is.

Q: If your daughter-in-law asked you what you were doing, how would you answer?

A: I'm practicing my English. I'm watching TV. That's what I do in the evening. Even fruits and vegetables, I don't know how to say anything! We can't ask the teacher everything. At home I don't have the opportunity to ask anyone. I can't use the dictionary because I understand the Chinese, but I don't understand the English that I'm trying to learn.

I'd like to ask her--at work I sew dresses but I don't know which styles or colors she likes and I don't know her measurements.

Q: You want to make her a suit of clothes?

A: I'm learning to sew. I'd like to do something for her.

Mrs. Ho

(12/13/86)

Q: What's your honorable name?

A: My family is Cheung, my husband's family name is Ho.

Q: How long have you been here?

A: I've been here 8 months.

Q: Where did you come from?

A: China. Canton.

Q: Before you came to the US, in Canton, did you ever learn English?

A: Very little. I worked in the day time and I took some classes at night, but sometimes my work schedule would change and I couldn't go so I learned very little. It wasn't until I came here that I really began to study English.

Q: When did you begin to study at this school?

A: This year in April.

Q: Where do you live?

A: In Chinatown.

Q: Who do you live with?

A: My husband and two children, 13 and 14 years old. They learn English in school. They learn English so fast. One is in the 8th grade.

Q: Do your children help you translate?

A: No.

Q: If the school sends you a letter in English, can your children

read it to you?

A: They can read some of it, but they don't understand everything. The school that they go to, Nightingale, sends letters to parents in Chinese.

Q: Do they have Chinese teachers that translate for them?

A: Maybe. I know they have one teacher named Quon. Anyway, I can read Chinese, so I can read the letters.

Q: Where you live are your neighbors Chinese or what?

A: They're all Chinese.

Q: How about your landlord. What's your landlord?

A: The landlord is American born Chinese. He knows how to speak but can't write.

Q: Like me.

What's your occupation?

A: In Canton I was a Chinese doctor. I know acupuncture and how to feel one's pulse to determine if there is sickness.

Q: You work in a herb shop now.

Do you speak English to the customers or only Chinese?

A: I only use Chinese at work. My English isn't good enough. That's why I have to learn English.

Q: Are there any Americans that want to be treated Chinese medicine?

A: I can't accept them as patients yet because I haven't taken the test for the license. I need to take the test before I can see patients. Without a license...

Q: Do you need to take the test in English?

A: No you can take the test in Chinese.

Q: Really?

A: Yes, next year I can take the test. Next year in March I could take the test. They've changed the requirements. Now the newspapers have said that it is possible to take the test next year. With a license I can practice acupuncture. Without a license I can't.

Q: I know that you can take a test for a driver's license in Chinese, but I didn't know you could do that for a doctor's exam too!

A: For Chinese medicine you can.

Q: Who supervises the exams?

A: They have an Acupuncture Testing Committee. It's a California committee. I think it's in S.F. For an examination you need to go to SF to take the test.

Q: Many Americans are interested in Chinese medicine. I think when you learn more English you can take American patients.

A: Yes, it's really necessary to learn English. Without the language it's like having your hands tied.

Q: How do you get around? Do you drive or take the bus?

A: Coming to school I walk. It's only 10 minutes away.

Q: Do you have a car?

A: Oh no, not yet.

Q: If you don't walk do you take the bus or what?

A: I have family, parents, brothers and sisters that have been here a long time and they know how to take the buses. And they can drive me around too.

Q: What is the extent of your contact with Americans?

A: Very little, because I know the limitations of my English. Some Americans come into the herb shop. But I don't know how to speak to them.

Q: When you first came to the US, what was the hardest thing to adjust to?

A: Our Chinese customs and culture and American customs and culture are not the same so in the beginning there's an adjustment period. The hardest to get used to is the language problem. You don't understand anything, and can't say anything. When I first arrived at the airport I didn't understand too much but at the airport there was someone there that could translate for me. Maybe they were Japanese or maybe they were American born but someone translated for me. Before I came here, I read books about what it was like here and I have some friends that have gone abroad and have done translation, so I knew in a general sense what to expect. But the language problem is a real problem. I know what I want to express but I can't say it. It's really very hard.

Q: Can you give me an example?

A: For example, if I want to go someplace and don't know how to get there, I don't know how to ask directions. If I'm lost, I don't know what to say. I'm not too familiar with American geography. I'm in Los Angeles. I don't even know where to go. This is a real problem.

Q: If the teacher introduced the most common American pla[illegible]s

and streets would that be useful?

A: Yes, that would be helpful. If there were lessons about Los Angeles's geography, transportation, where the schools are, where the hospitals are. If we knew the environment, that would be helpful.

Q: If a Chinese friend or relative from Canton were coming here what advice would you give them ?

A: Learn the language. And you need to learn something about American culture and customs. Like we ask certain questions when we meet someone, we ask about their name, family, their home situation, it expresses concern. But here it might be impolite here. And I think the American sense of independence is very strong. We Chinese like big extended families. Americans will move away from their families at a certain age. But in China we don't have this kind of behavior. Americans are very independent. Also in the U.S. you can go to school at any age. Like here at Evans it is possible to come here if you are 16 or 70. In China there is an age limit. Like if I want to go to the university. The oldest age for entrance is 22 years old. After 22 no matter how smart you are you can't enter a university. Here no matter how old you are, if you have the desire you can study. This is really different. And work. Work is America is very high pressured. In China we don't have as much stress or pressure. Like in China if more patients come, I see more. If fewer patients come, I see less. But here it doesn't seem as relaxed. If I do more, there are more

rewards.

Q: It depends on the job. Some work is piece rate. Like garment factories. Other work is paid by the hour. Some work is paid by the week or by the month. It varies. My last question is I have 30 topics here for you to look over. If you could select only three topics for English instruction, which three would you say are the most important?

A: "Learning about American geography". That's important. "Greetings and introductions". That's important. I would select that. In China we pay attention to greetings and introductions. You make a certain impression. If you think someone isn't polite or is rude, you don't like them. So "Greetings and introductions" is very important and geography. Geography helps with transportation too. And I think "Learning about the American government and political system" is very important. If you don't know this, you won't understand a lot. You could break the law and not even know it. These three things I feel are very important. They all count in your daily life. They all have a relationship to you daily life. If you understand these three topics, then you will have a foundation.

Mrs. Pang

(12/11/1985)

Q: What's your family name?

A: Wong. My husband's name is Pang.

Q: How long have you been in the U.S.?

A: Since July 1984.

Q: Where did you come from?

A: Vietnam.

Q: When do you need to use English? For example where you live do you need to speak English to your neighbors? Where do you live?

A: Borland Street in Alhambara.

Q: Are there very many Chinese there?

A: A lot.

Q: What language do your neighbors speak?

A: They speak Taiwanese, some speak Putunghua (Mandarin) and some speak our Cantonese.

Q: Do you speak Putunghua?

A: Yes.

Q: Do you have any children?

A: Oh yes, a lot of children!

Q: How many of them live at home with you.

A: I have three daughters at home. The others have gotten married. My daughters are all in their twenties.

Q: Are your children learning English for the first time?

A: No, in Vietnam we hired a tutor to teach the children English. And here they study at this school. They work and they take classes here at Evans.

Q: What kind of work do they do?

A: They work as cashiers at AI HOA supermarket.

Q: At work they use mainly Chinese, don't they?

A: Yes, but there are Mexican and American customers that come in. My daughters have learned English very fast.
For the older people like me it is hard to learn. I just started coming to this school.

Q: Where were you born, in Vietnam or China?

A: I was born in China. Then I was a refugee to Vietnam. I went with my parents. That was during the war when we escaped from the invasion.

Q: That was in the 30's?

A: Yes.

Q: Do you know Vietnamese?

A: Yes, but it doesn't do me any good.

Q: Do you know French?

A: I studied it as a child, but I forgot almost everything.
I remember some things and have forgotten some things. Who remembers after 40 or 50 years?

Q: Yes I studied French in high school, but I don't remember anything, because I don't have any practice.

A: Yes, you have to practice, if you don't practice all the time you forget.

Q: Could you tell me when you need to use English? For example when you shop for groceries do you need to speak English?

A: No, I don't need to. I take what I need from the shelves and look at the bill to see how much I owe. Plus that I hardly ever do grocery shopping anyway.

Q: Do you work?

A: No, I have an illness so I don't work. And besides, even if I wanted to work, no one would hire me. I'm too old. I'm in my sixties, you know. But my papers say I'm younger. Because if you come from the home country everyone one makes their papers younger. When we went to Vietnam, my parents made all our ages younger. So our age is older than our papers.

Q: When you go shopping can you read the signs?

A: Some of them. If I've learned it, I know it. If I haven't learned it, I don't know it.

Q: What about going to the bank, do you use English?

A: We don't have the money to put in a bank! When we came here we couldn't bring anything with us. All we had were the clothes in our suitcases. There were limits on the jewelry we brought. All our property and possessions and money were left in Vietnam.

Q: In this form I ask if you go shopping do you use English or Chinese.

A: We usually use Chinese. Because we use Chinese in the Chinese markets and we don't know how to go to the American markets.

Q: If you knew more English would you be interested in frequenting the American supermarkets more?

A: Oh yes.

Q: So is it fair to say that one of your purposes in learning English is to be able to go to more places? To expand your options?

A: Yes. Yes.

Q: Are there any situations that you would like to learn vocabulary for?

A: I'd like to go to restaurants, buy clothes, go to the post office. Go to the amusement park, see the doctor, all of these are important. Buy insurance, talk on the telephone, all of these are very useful and very convenient. Asking for directions. Yes that's very useful. And looking for work. That's good. If there is an emergency, that's very important to be able to deal with the situation. What if we need a doctor? We need English to be able to deal with an emergency situation. Not knowing English is really a problem.

Q: Of all these topics are there any that are more important? Which ones are the most important and which are less?

A: Seeing a doctor. Yes, seeing a doctor is very important. Asking for directions. And finding work. And emergencies.

Q: Those four are the most important?

A: Yes, those four are the most important.
Shopping is good too. As is going to the post office.

Q: I am investigating which topics are most important for English instruction for Chinese students.
There are some topics that you can do in Chinatown. For example seeing a doctor, there are Chinese doctors you can see.

A: But in the hospitals the doctors don't speak Chinese. If you have an illness and need to be hospitalized, you are in trouble.

Another student passing by: There are Chinese doctors in Chinatown.

A: If you have a regular illness that isn't serious there are Chinese doctors, but if you have an emergency, the doctor in the hospital can't speak Chinese. Then you need English.

If you are admitted to a hospital and the doctor asks you what's the matter, you can't even tell him what's wrong!

Yes, learning vocabulary for seeing a doctor is very important. Especially for us older people. Older people get sick.

Q: On these pages there are 30 topics. If you could only select three topics for English instruction, which ones would you select?

A: "Citizenship". "Seeing a doctor". "Learning about the American government and political system". "Emergencies".

"Emergencies" is very important.

Mrs. Tam

(12/12/85)

Q: What's your family name?

A: My family name is Au Yeung and my husband's name is Tam.

Q: How long have you been in the U.S.?

A: Four years and four months.

Q: Where are you from?

A: Hong Kong.

Q: Do you have any children?

A: Yes, four.

Q: Do they live with you?

A: No. Three of them are married and the youngest son hasn't gotten married yet.

Q: Where do you live?

A: In Chinatown.

Q: Do your neighbors speak Chinese or English?

A: They speak Chinese.

Q: What about your landlord?

A: The landlord speaks Chinese too.

Q: Did you study any English before you came to the U.S.?

A: No. I first studied English at this school. I've studied here for four or five months now in Mrs. Wong's class.

Q: What is your occupation?

A: I'm not working now but I used to sew clothes. In Hong Kong I was a seamstress.

Q: Do you want to do the same kind of work here in the future?

A: I want to work but it's really hard to find the right kind of work. If you want sew in Chinatown and you hope to make a living for it, you have to work long hours for very little pay. Sometimes I think it isn't worth it. For example sometimes we work 6 or 7 hours and we don't even make $10. It isn't worth it. I want to work but it's hard to find the right kind of work. I tried taking care of older people. Older people are really fussy. They are very picky. Its not that the work is that hard but their demands can really wear you down. I would like to find a good part-time job. I'd like to work after I go to school. I may be 61 years old, but I've still got a lot of energy. I'd like to work very much. But then I want the right kind of work and that isn't easy to find.

Q: Do you know how to drive?

A: No.

Q: How do you get around?

A: My children drive me if I have to go somewhere far. I walk to school. Usually I walk for most things closeby. On the weekends my children take me where I need to go.
I usually take a bus to my kid's place and then they drive me where I need to go

Q: Who taught you how to take buses?

A: My daughters taught me where to take the buses, which bus and how to recognize the stops. For example if I want to go to Torrance, I learn how to say "Torrance Blvd." and when we

get there the bus driver tells me when to get off. For Chinatown, I always come back to the main station. For other places that I don't know, I don't dare take the bus. I'm afraid of getting lost and not knowing how to speak.You see, our world is very small. We are limited by how much we know. We go only as far as we know. Our situation is like that.

Q: If you want to go someplace and you don't know how to get there, what do you do? Do you not go?

A: I ask people and hope that I'll be able to understand.

Q: Do you ask for directions in English or only in Chinese?

A: Chinese.

Q: When do you have contact with Americans?

A: I have very little contact.

Q: What about shopping?

A: I do most of my shopping in Chinatown. If I go to a supermarket my daughters take me. I seldom go by myself.

Q: Do your daughters know English?

A: Oh yes. My eldest daughter studied at S.F. State University.

Q: Did your daughters study in English or Chinese middle schools in Hong Kong?

A: English middle schools. So their English is very good.

Q: When you first came to the U.S. four years ago, what were the things that were most difficult to adjust to?

A: When I first came I was in S.F. I've only been in L.A. for about a year. It was real hard to adjust to S.F. because...

Q: Did you live in Chinatown?

A: Yes. You know Chinatown, as an environment is very overcrowded. It's a very complicated environment and very small.

Q: My grandmother lives in Chinatown.

A: Oh yeah? You know everything is...you know LA is a much better environment. It's got more space. It's bigger. Plus in San Francisco people are always asking you to play MahJongg. people are always asking you to play mahjong. They try to get you into different bad habits. We're Christians and we don't like that kind of lifestyle. L.A. is better.

Q: If there were some people who just arrived here, newcomers, what kind of advice would you give them on how to adjust to American society?

A: I would take all of my experience and tell them about it. In other words I would talk about what day to day living is all about, practical information, how to adjust. First and most important is to learn English. Many immigrants are from China and they think that earning a living is more important than learning English but when they go work in the garment factories, they make very little money. Some have been here for 10-20 years and can't say a sentence in English. That's no good. So I really would encourage people to take the time, take some take out to learn English.

Q: Please look at this list of topics. Which three topics do you feel are the most important for English instruction?

A: "Learning frequently used American names and places" is very important. "Learning about the American government and political system" is very important. Even if we don't pay too much attention to government and politics, we should know some basic things.

Q: You mean like elections?

A: I mean like laws. What's legal and illegal. You need to know something about that. We don't qualify to vote yet, so that's more long term, but we need to at least know what is legal and what is illegal. "Greetings and introductions" is also important. It's important to know how to behave, what's polite. "Citizenship". Now that's very important. I hope that I can become a citizen someday.

Q: Have your daughters become citizens?

A: They became citizens and applied for me to come over. And this one is very important: "Manners". It's important to know what is appropriate behavior. And this one: "Emergencies". Now I think I've picked enough topics. I think I've picked six!

Q: If you don't have too much contact with Americans, would you be interested in activities that would put you in contact with more Americans? For example if there was a church activity and a number of churches came together, would you be interested in those kinds of opportunities to meet Americans?

A: If I knew how to make chit chat, simple conversation, I'd be interested. If you don't know how to make small talk, how to

behave, it's hard. That's why learning "Greetings and introductions" is so important.

Q: You know, I think if you don't have opportunities to speak to Americans it's very difficult to learn English. I think practice is so essential to learning a language.

A: Yes, it's not that we want to learn that much. For example I go to my daughter's. She has two kids. When the two kids speak, Grandma doesn't understand them. And we want them to speak Chinese. When they speak to use in Chinese it's hard for them. Actually, I like to hear them speak English, but you know how Chinese people are. They really respect the old people. For example this last time I went up to San Francisco my daughter and son-in-law spoke English and when I understood a little my daughter was so proud of me! She said, "Mommy, you have really improved!" But I have noticed that when I'm around, my daughter and son-in-law try not to speak so much English. So I really have very few opportunities to hear English.

Q: Is your son-in-law from Hong Kong?

A: The older daughter's husband is from Hong Kong. The second daughter's husband is from Hong Kong too, but they have both been in the U.S. a long time and the second one got his doctorate over here. They've both been in the U.S. a long time. My daughter got her masters over here. Since they all went to universities over here, their English is very good. They speak English more than they speak Chinese. When they sing songs, they sing in English. But me? I live in Chinatown where I can enjoy

Chinese things. That's why I live by myself in Chinatown instead of live with my daughters..

Q: Do you have any friends that only speak English?

A: Not really. Sometimes I might greet Americans.

Q: So you're saying that if you knew some simple conversation...

A: Yes, if I knew some simple conversation it would be much better. So I hope in school I can learn some simple conversations.

Mrs. Gung

(12/13/85)

Q: How long have you been in the U.S.?

A: One year and two months.

Q: Where did you come from?

A: From China, Canton.

Q: Before you came to the U.S. did you study English in Canton?

A: Not really. I studied for a few months.

Q: Who taught you? Did you have a tutor or study in night school?

A: I studied in night school.

Q: How long have you studied English at this school?

A: About five or six months.

Q: Where do you live?

A: I live in Highland Park.

Q: I do too. Who do you live with?

A: My husband and mother-in-law and and my two children.

Q: How old are your children?

A: One is 10 and one is 8.

Q: Boys or girls?

A: The boy is ten; the girl is 8.

Q: Are the children learning English quickly?

A: They're better than me. They can handle most telephone conversations.

Q: Do they translate for you?

A: All the time. I really depend on my children. Our next

door neighbors are Pilipinos and Mexicans. They use English. Many times the children will talk to them. Greet them and carry out simple conversations.

Q: Is your landlord Chinese?

A: Yes.

Q: How did you find a place to live?

A: I looked in the Chinese newspapers.

Q: What's your occupation?

A: I'm a garment worker.

Q: Do you speak English at work?

A: No, everyone speaks Chinese.

Q: Before you came to the U.S. what was your occupation?

A: I was an electronics worker.

Q: What would you like to do in the future?

A: I'm very interested in medicine. And in China I did some work in physical therapy and massage.

Q: I think that occupation I very useful here in the U.S. There are many people who are interested in Chinese medicine.

A: Unfortunately I heard that to practice medicine you have to take a test and that the test is in English. So for the time being I need to study English.

Q: Do you know acupuncture?

A: Acupuncture is a specialty that I didn't learn.

Q: How do you get to school and get to work?

A: I take the bus.

Q: Do you need to use English to ask for directions?

A: Usually I don't need to ask for directions because I know where I'm going.

Q: Who taught you how to take the bus in the beginning?

A: My husband.

Q: Does your husband know English?

A: Yes.

Q: How did he learn English?

A: He studied it.

Q: Did he come here first or did you come together?

A: He came first for a few years and then I came with the children.

Q: What does your husband do?

A: He works in a restaurant.

Q: Does he speak English at work?

A: He came here first so his English is pretty good.

Q: When do you have contact with Americans?

A: I don't have too much contact. I go to American supermarkets. But there isn't a real necessity to speak. You just pay and go.

Q: When you first came to the U.S., the first two months, how did you adjust? What was difficult to get used to?

A: The first problem was getting around. Because I couldn't read the English signs, I didn't know where I was, what street I was on. I was afraid to buy things because I couldn't speak to people.

Q: Now do you understand when people ask you how much something is?

A: Yes, I can understand prices usually at the grocery store. But other questions such as if the merchandize is good or fresh or how do you use this, I can't handle in English. I can't

understand or even ask.

Q: Do you usually depend on your children or your husband to help you translate?

A: My husband or my children. Sometimes if I have some business to attend to I ask my relatives for help.

Q: If you had some friends coming over what kind of advice would you give them?

A: When I first came over my relatives took us around. They took us to museums and Disneyland. But I didn't speak English. But we did see some nice gardens and Marineland.

Q: Could you look at these 30 topics and tell me which 3 are the most important to you for instruction in English?

A: "Greetings and introductions". "Emergencies". "Watching TV/ listening to the radio".

Q: Do you watch TV now?

A: Yes I do. Even if I don't understand, I push myself to watch as much as I can and to try to make out what is going on from the actions. Sometimes I take a pencil and write down something I hear and try to remember it. Then when the children come home I ask them what it means.

Q: That method is very good.

A: When I watch a program, I might not understand too much, but I try to pick out a little bit and ask people what it means.

Q: Do you know how to spell sounds? If you hear something in English can you record the sound?

A: Easy things I can. If it's too complicated I can't. When

I was in China I learned a phonetic system. When I came here I learned the International Phonetic system. It's very easy to get confused. When I was in China I taught elementary school and I taught the Chinese PINYIN system. At first it was very hard for me. But what I figured out was if I had trouble with the international system, I would supplement with the Chinese phonetics.Some times I use DO RAY ME. There are all kinds of methods. Actually I learned these methods from my mother. My mother is better at learning English than I am. What does she use? Toishan dialect and Cantonese. Every morning she works at it. She doesn't really know very many characters so she will draw pictures to remember. She thinks of sounds in Toishan or Cantonese that are similar to the English. Her determination is really something! She keeps a daily notebook.

Q: What are the situations when you need to use English?

A: To ask for directions. I had this experience once, when I got on the bus and asked the driver to let me off. The driver forgot and missed my stop. I immediately said, "Stop, stop!" The driver said, "Oh, I forgot." I remembered "moment" but I couldn't remember what else to say. I couldn't remember how to say "wait a moment". I pointed to my watch. Boy was that awkward! But I really felt that the driver and the people on the bus were trying to understand me. I have some relatives. An uncle and aunt. Japanese, but American born. When we talk we use a dictionary.

Q: What are some of the situations that you would like to learn

English for?

A: Well suppose I'm on a bus. If I can get to Figueroa, I can get home. I know my way from Figueroa. How do I say, "How do I get to Figueroa? What bus do I take?"

How do I say, "Please forgive me?"

How do I say, "Thank you for your time?"

How do I say, "What's wrong with you? What's the problem? Maybe I can cure you."

Mr. To

(12/16/85)

Q: How long have you been in the U.S.?

A: About three years.

Q: Where did you come from?

A: I came from Cambodia.

Q: Before you came to the U.S. did you ever study English?

A: No. Not at all.

Q: How long have you studied at this school?

A: About two months.

Q: Are you in Mrs. Lau's class?

A: Yes. Some are Chinese students and some are Mexican.

Q: Where do you live?

A: I live in Chinatown. Broadway and Serano.

Q: Where you live do you have occasion to use English?

A: Sometimes. Usually I speak Cantonese because there are mainly Cantonese people there.

Q: What do your neighbors speak?

A: Cantonese.

Q: How about your landlord?

A: The landlord is Cantonese too.

Q: Are you married?

A: Yes.

Q: Do you have any children?

A: Four. Three daughters and a son.

Q: How old are they?

A: The oldest is 10.

Q: I bet your children are learning English quickly.

A: Oh yes. They are studying at Castelar.

Q: Do your children help you translate?

A: Sometimes. Sometimes they watch T.V. by themselves.

Q: Do they understand the cartoons and children's programs?

A: Yes.

Q: What is your occupation?

A: I haven't found work in this state yet.

Q: What was your occupation in Cambodia?

A: I did a little business. (I think he means peddler)

Q: What would you like to do in the future?

A: I don't know yet. It depends on what opportunities there are.

Q: If you learned how to look for a job or how to fill out a job application, would that be helpful?

A: We have those kinds of lessons in class. The teacher teaches us that kind of stuff.

Q: Are these lessons suitable?

A: They're about right.

Q: Do you have any suggestions about the curriculum?

A: No.

Q: How do you get around?

A: I take the bus to school. I haven't bought a car yet.

Q: Do you ever need to ask for directions?

A: Sometimes. Usually I ask Chinese people. Sometimes

I have to ask American people.

Q: Under what circumstances do you need to speak English?

A: If we do American work, we need to know English. If we work in the restaurants, we only speak Cantonese or Putunghua. That's the way it is.

Q: Do you know Putunghua?

A: Yes.

Q: Which dialects do you know?

A: Putunghua, Cantonese, Swatow dialect, Cambodian and Vietnamese.

Q: When I was a refugee I helped the injured people and the languages helped.It was so hot there.....

Q: When you first came over what was the most difficult to adjust to?

A: When I first came, I didn't have any friends and couldn't find any work. When I moved here at first I came to Dallas and the first year I didn't work at all. I studied that was all. Then I made some friends and they got me a job. I worked in a restaurant. I worked for three years. I was a cook, I plucked the chickens, I did everything.

Q: Were those people from Cambodia?

A: No, the boss was from Hong Kong.

Q: Are there very many Chinese in Dallas?

A: There are a lot, from Hong Kong and Taiwan.

Q: Is there a Chinatown?

A: Yes.

Q: Did you live in chinatown?

A: No, I lived in the downtown area.

Q: Did you have to use English?

A: Yes. My wife knows English. I don't.

Q: How did your wife learn English?

A: She studied French before so it is easier to learn English. The alphabet is the same, but the pronunciation is different. So she knows English.

Q: Does your wife work?

A: No, she studies. At this school.

Q: If you had some friends or relatives coming over, what kind of advice would you give them on how to adjust?

A: There isn't any adviceI can give them. THey have to do it themselves. Once you are here that's it. No one gave me any advice. I just watched how other people did things. In America the most important thing is whether you have work or not. If you have work, that's good. If you don't have work it's very debilitating. It's very hard to pass the days when you have no work. It's the same for everyone.

Q: Could you look at this list and tell me which of the 30 topics you feel are the most important for English instruction? Which are the three most important?

A: These three are the most easy. The most important are "Finding a job", "Renting an apartment" and "Transportation". "Asking for directions". That's very important so you don't get lost.

Q; Does the teacher teach you these topics now?

A: Yes. "Do you have an apartment to rent? How much is one month?" The teacher has taught us how to ask about utilities. We learn,

"Does the bus go to Broadway?"

Q: Are you Cantonese?

A: I'm Swatow. But I started to work at 17 years and learned Cantonese. I was sick under the Communists in Cambodia. My eyes hurt. When I was under the Communists they didn't have medicine for my eyes. I've been sick for a long time. There were so many people that died. Out of one hundred, twenty-two died. So it's hard now. We know so little English. The worst thing is that we only know a little English.

Mrs. Sze

(12/19/85)

Q: Where did you come from?

A: I'm from Hong Kong.

Q: How long have you been here?

A: 10 years.

Q: Did you study English before you came to the U.S.?

A: No. I didn't even study very much Chinese. Because we were refugees. When Japan invaded China we left for Hong Kong. Then the war came to Hong Kong. When I was still alive after the war, I worked.

Q: How long have you studied at this school?

A: Since September.

Q: Have you studied English at all during the last ten years that you have been in the U.S.?

A: When I first came I studied at Castelar for half a year. Then I had to work and couldn't handle going to school too. I was working in a garment factory. I learned a little at work. Enough to understand a few simple instructions on how to sew and where to put the garments. I worked until my health started to fail me and then I quit. So now that I'm not working any more, I decided to come back to school. But my health isn't very good.

Q: How old are You?

A: 55 years old.

Q: Do you have any children?

A: Yes. They are in their twenties. Some are teenagers.

Q: How many are living with you at home?

A: Two. One is in high school and the other has started college.

Q: Which school?

A: I don't know the name. It's in Pasadena.

Q: Is your children's English very good?

A: They were 8 or 10 when they came so they don't have any problems but the terrible thing is they don't know our language. They speak English to me and when I speak to them sometimes they understand me. But they don't have any time to speak to me. When they get home they watch T.V. or do their homework by themselves. They don't have time for me. There's a real gap between us. When I ask them things sometimes they don't understand. Sometimes I ask them to help me with some English, but they don't understand me.

Q: Do you understand T.V. programs?

A: Simple ones. If it's really easy to understand I might understand a sentence or two. "Good morning", I understand that. Sometimes when I see my kids I ask them, "What's so funny? What are you laughing about?" But they ignore me. They don't pay any attention to me. They don't know how to explain anything to me in Chinese.

Q: Where do you live?

A: Riverside Drive.

Q: Near the river?

A: No, very close to here.

Q: How do you get to school?

A: I take the bus.

Q: Are your neighbors Americans or Chinese?

A: Chinese. One is in her 70's.

Q: What is your landlord?

A: The landlord is Chinese.

Q: How did you find a place to live?

A: My children found the place and took me to see the place and the landlord was Chinese. If I have to go far, I don't know how to get around. One time I went to 40th street. I got lost transfering and had to call home because I didn't know where I was. Finally I made my way to the post office on 9th Street. My children had taken me there before. I recognized the place. So anyway, I'm afraid to take the Number 12 bus, because I don't know where it might take me. That time I walked all afternoon and didn't get home until after 7:00. I went up to some people that I thought were Chinese to ask directions, but it turned out they weren't Chinese. And I couldn't ask them. All I knew how to say was, "Downtown. Downtown." Now I know they must have been Korean. We live near the Safeway on 20 something avenue and there aren't any Chinese people there. When I went shopping I would buy the wrong thing. If I wanted detergent I'd get shampoo by mistake. I couldn't read the labels so I would buy the wrong thing. What's the hardest is the street names. If I want to go someplace. Now I guess I'd consider myself pretty smart compared to when I first got here. There are a lot of older women in Chinatown who have been

here for over twenty years and still don't know how to go downtown. They are afraid to step out of Chinatown.

Q: How did you learn the street names?

A: I don't know the street names, I just recognize the places. For example if my friend asks me to come over, I ask which bus I should take to get there. Which street should I get off on? I ask them to write it down for me. Then when I get off the bus I ask do I turn left or right? And so my friend tells me how to get there. If I didn't do that, it would be very hard. Because I don't know the street names I remember the landmarks. If you just write the address down and don't tell me how to get there, which bus to take, I'm in trouble.

Q: When you came here, the first two months of being here in the U.S. what was the hardest thing to adjust to?

A: I was lonesome. There was no one. I was stuck in the house. It's the same now , but I guess I'm more used to it. You know in Hong Kong I was used to walking downstairs and there was always something to do. You can buy things on the streets right where you are. There's a lot of activity in the streets all the time. It isn't like that here. If I forget to buy a piece of ginger what a mess you can't just go downstairs and pick up a piece of ginger, you have to take a bus. And where we live, it's really bad because the bus only comes once an hour. If you've missed the bus you have to wait a whole hour.

There are very few people. Sometimes two buses will come together and you have to wait two hours!

Q: How does your husband get to work?

A: Oh that's pathetic. When we first came here he didn't have any work and we didn't know anyone and we couldn't speak the language. But now he drives. There was a strike and he couldn't take the bus to work so then he got a car. So now he drives. He works very far. In Monterey Park. He used to work near the ocean.

Q: What kind of work does he do?

A: Restaurant work.

Q: Who taught him to drive?

A: He already knew in Hong Kong. He had an international license.

Q: Now if you want to take a driving test you can do it in...

A: Chinese. Yes, Chinese.

I'd like to learn how to drive but I don't have a very good memory.

Q: If you had a friend from Hong Kong who was coming over what kind of advice would you give about how to adjust?

A: I would say if you first come over here, if you are young, you should find work. If you can't work, that's hard. The problem is that the choices of what to do are limited. If you don't know English, you have to sew if you are a woman. Or you can work in a restaurant. But that's hard because you have to stand all day. And the wages aren't good and you have to be on your feet all day. The problem with sewing is you are sitting all day long. The wages are bad. It's hard on your eyes and if your hands aren't

quick you are in trouble. You know when I first came over it was really tough. I had to wear glasses after a few months. Before I came here I didn't have to wear glasses. I had to work in Hong Kong but I didn't have to sew. So I didn't have to wear glasses. Here, it was terrible, if you couldn't learn how to sew as fast as the others, you could prick yourself. When I first came I wanted to go back. But that wasn't an option. The children were all here and we didn't have the money to go back. My husband couldn't find work. I didn't know how to sew. We didn't know anyone. I wanted to go to school to learn English. I went to the Chinatown Service Center. They didn't have any classes for me. They said I needed to know how to speak English first. So then I learned how to sew. At first I made $4 a day. I didn't have to take the bus to work then. I worked for a Chinese factory. Then the landlord introduced me to go work in an American factory and he wrote the address for me. In the American factory I couldn't speak to people but I made more money. But then I worked until my legs got swollen and I couldn't work anymore. After about 3 months I went back and then my legs started bothering me again. Now the children can work. So there is some money coming in there.

When I first came, it was hard. But you get used to it. We were used to working hard in Hong Kong. Some people have it bad because they weren't used to working so hard in Hong Kong and they come over here and have to work so hard.

I had to take care of kids and work.

The things that are the best here are the living conditions and running water. That's it. Other things are worse like education for the children. The children don't get enough homework here. From elementary school to high school the children don't behave. By the time they are in high school they are really bad. The education isn't the same as it is in Hong Kong. In Hong Kong the children are respectful and well behaved. They have manners. Here the children will talk back and even hit. Here the children kick their teachers. In Hong Kong no one would kick the teacher! If you fight on the way to school in Hong Kong the teacher will make you write a hundred times or even a thousand times that you won't fight anymore. If you have to copy a hundred times, you won't dare fight again.

Here the education is terrible. It's not that America is bad. But there are things that are bad. Like health care. If my husband or I sees a doctor we have to pay $50-60. Then you have to buy the medicines, that could be $30. I saw a doctor about my blood pressure. In Hong Kong it isn't like that. If you are poor in Hong Kong it's $5.00 to see a doctor and that includes the shot and medicine. If you have to go into a hospital it's very bad here. But then if you are a senior citizen, over 65 you get health care. But we aren't old or young. The government doesn't ignores us. Our kids don't make very much money. The older ones have to support themselves and they help us a little.

The younger ones we still have to support. They might find a part time job for their own spending money. If you have a car, you have to pay for gas. So if we have to see a doctor and support the family and buy insurance and the rent is $400. If our son didn't help us we would really be in trouble.

I have arthritus in my legs and have a numbness in the legs. My husband told me not to see a doctor because we can't afford it. Plus when I went to the doctor I couldn't speak to him and he said there was nothing wrong with me I should go back to work. If I could work, why did I have to see the doctor! I was really mad!

And then I have to cook and wash. I work hard and make $3.00 an hour. If I worked in a Chinese factory I wouldn't make that much. But I had worked in the factory for a long time. It's very hard work. To make $3.00 an hour you have to sew fast and sew well. Now the factories won't hire you at $3.00 an hour. Before when I first worked in a factory, if you were supposed to make $3.50 they would deduct from that for insurance. So you would make $2.50. Now they won't even hire you. You have to sew fast and sew well. If you are a little slow, they'll always yell at you. If they don't fire you, they will harrass you. It's a mess.And if you work in a Chinese factory you can't make any money. Some of the older ladies work all day and make $8-10 dollars a day. But people do it. They spend all their lives that way.

Q: When you worked in the American factory were there any

Chinese workers there?

A: When I first worked there, the first two or three years there weren't any Chinese. All the people were Mexicans. Finally some more Chinese started to work there. When there weren't any Chinese I learned more English. But when there are Chinese working all the Chinese hang out together. Chinese speak Chinese together. So then I don't learn any English. When you don'tuse the language you forget. So I have to study and re-learn what I knew before.

Q: Did you learn any Spanish?

A: I learned a few sentences. The women that I worked with would teach me a little Spanish. "Good morning. How are you?" The names of a few things.

Q: I want to ask you. Here there are 30 topics. For class, which vocabulary do you think is most important to learn. For example going to the bank. Where do you go to the bank?

A: In Chinatown. I speak Chinese.

"Names and Places" You know the Americans call me by my Chinese name.

Street names are very important. For example if I have some friends coming over from Hong Kong and I have to meet them at the airport, my husband knows how to drive but at the airport there isn't any Chinese so I don't know which is the right airlines! Isn't that terrible? You don't know which is the right place to pick up.

Shopping. That topic isn't very important to me because I do my shopping in Chinatown and of course Chinese like to eat fresh produce and fresh fish and meats so shopping in Chinatown is best. Chinese don't like to buy frozen foods. Fresh is much better than frozen. The flavor is better and the color changes when food is frozen. Plus if you go to a supermarket the prices are all written down so you can buy what you want.

Q: But you said before that you couldn't distinguish between detergent and shampoo.

A: Yes, that's true. There are a lot of products that I don't know if they're edible or not.And with some American products I don't know how to eat or prepare them anyway. So I don't buy them. A lot of times if I don't know what it is I'm not going to buy it. Of course I can always shop in Chinatown. Shopping for clothes. Now that's not that important to me. I don't care about clothes anyway and also American sizes aren't the same as our sizes. Their clothes are big for us. They are right on the top but not right on the bottom. Pants are the same. Some of those Mexican women are really big. So it's easier for us to just sew our own clothes. Then they fit us better. And now there are Chinese markets with clothes from China so we can just buy ready made clothes in our own sizes. Restaurants. Sometimes I like to go to American restaurants. Like sometimes if you go on an excursion or an outing of some sort you want to eat out at an American

restaurant. But ordering is hard.

Q: Can you read a menu?

A: No. I've gone to places and ordered based on the price. Sometimes someone has told me what to order. Like someone taught me "Steak" so I ordered "steak". But then when they asked me if I wanted coffee, I knew coffee so I said yes and then they asked a lot of questions, like if I wanted butter... milk... or asked if I wanted something cold or hot or sweet and sometimes if I don't know they think I'm crazy. Sometimes if the waiter/waitress figures I don't know English they ask less questions and I just point to something. One time my husband and I went to another town and looked at the prices and said that's okay. What did we get? Some bread, a couple of eggs and a small salad. So we thought, that's okay. As long as it fills us up, we're satisfied.

Q: So if the teacher taught you to read a menu you would think that's useful?

A: Oh, it doesn't matter to me. Eating isn't that important. If I knew how to order, that's good. If I don't know, that's okay. It's not that important. But like transportation or asking for directions. That's more important. If you don't know how to get around that's very serious. To me the most important is if I have to see a doctor. I'd like to be able to say, "I have a headache." Now I see a Chinese doctor, but if you want to see a specialist

in arthritis, he just knows English. I don't like to depend on other people to translate for me.

For example I had to take some medicine for my arthritus and it bothered my stomach. That's why I would like to see a specialist.

Q: When you are in class does the teacher teach you lessons on how to see the doctor?

A: Yes. But headaches, and backaches. It's hard to remember. It's very hard for us to absorb. When I used to study at Castelar, the teacher would teach us a few lessons and then I would tape it and go home and listen to the tape. Then you absorb it more. For us older people you have to go slow. When we have heard something enough, we get it. Sometimes we learn something and go home and don't remember anything. sometimes we copy something and later look at it and don't know what it says. If I record the lessons and go home it works out better because sometimes I'm more relaxed and can learn better. Because old people have trouble remembering. When I studied at Castelar for half a year, I had those tapes. Sometimes I still listen to the tapes. The only problem is that I don't have the words written down.

Q: Why don't you record the lessons now?

A: I can't because it's too noisy. At Castelar they had it arranged so that everyone would be quiet and everyone would record at the same time.

Q: Of the thirty topics which are the most important?

A: The most important to me is to be able to see a doctor.

Entertainment isn't important to me.

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